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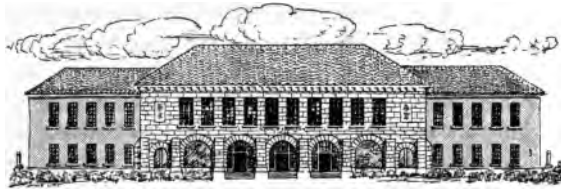
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THE HISTORY

OF

THE HIGH SCHOOL OF EDINBURGH.

— — —

FORBES ET HAEC OLIM MEMINISSE JUVABIT.--VUG.

—

BY THE SAME AUTHOR.

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HIGH SCHOOL OF EDINBURGH.

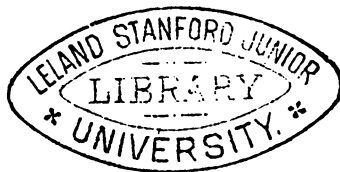
THE
HISTORY
OF THE
HIGH SCHOOL OF EDINBURGH.

BY WILLIAM STEVEN, D.D.,
MINISTER OF TRINITY COLLEGE PARISH, EDINBURGH :
LATE HEAD MASTER OF HERIOT'S HOSPITAL, AND INSPECTOR OF
THE HERIOT FOUNDATION SCHOOLS.



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C

MURRAY AND GIBB, PRINTERS, EDINBURGH.

TO
JAMES PILLANS, ESQ., M.A., F.R.S.E.,
PROFESSOR OF HUMANITY IN THE UNIVERSITY OF EDINBURGH,
THE FOLLOWING HISTORY
OF THE
HIGH SCHOOL OF EDINBURGH,
TO THE CELEBRITY OF WHICH,
WHILE RECTOR OF THAT INSTITUTION,
HE SO LARGELY CONTRIBUTED,
IS RESPECTFULLY AND AFFECTIONATELY INSCRIBED
BY HIS GRATEFUL PUPIL,
THE AUTHOR.

PREFACE.

OF the HIGH SCHOOL of EDINBURGH, this work comprises an historical account, founded on information derived from a careful examination of the Records of the Town-Council, and other authentic Documents. This Seminary, which existed in the beginning of the sixteenth century, was patronised by King James the Sixth, in whose reign it was styled *Schola Regia Edinensis*; and George the Fourth recognised its national importance by the bestowal of a handsome donation.

As the work embraces much that is new respecting the lives, peculiar modes of tuition, and literary labours of the most eminent teachers, as well as brief notices of persons of distinction and rank educated at the High School, it is hoped that it will prove useful to all engaged in the honourable and arduous task of instructing youth, and interesting to a large portion of the public.

The changes which have occurred in the Course of Study from the earliest period are embodied in the narrative. But in order to give information more decidedly of a practical character, a detailed account of the system of education at present pursued in the junior classes, prepared by Mr GUNN, one of the Masters, and a similar account of the highest class, furnished by Dr SCHMITZ, the Rector, occupy a distinct place. For these valuable contributions the Author has to express his

warmest thanks. Subjoined are specimens of School Exercises in Greek, Latin, French, German, and English, during the Rectorships of Mr Pillans, Dr Carson, and Dr Schmitz.

Dr WALTER ADAM, in the most liberal manner, submitted to the Author's inspection the papers which belonged to his father, the late Dr Alexander Adam, long Rector of the School, and a distinguished ornament of his profession. From that literary repository several letters and other documents have now been printed for the first time. WILLIAM FRASER, Esq., Writer to H. M. Signet, likewise communicated some MSS. of his father, the late Mr Luke Fraser, who, for nearly forty years, taught in the School with no small commendation and success.

To the present learned Rector and his colleagues, the Author's acknowledgments are more especially due, for the great trouble which they have taken in reference to this work ; and he begs to assure them, that they have his best wishes for their continued success in those important labours to which, he knows the public is well aware, they are devoting their most strenuous exertions. He is also much indebted to Professor PILLANS and Dr CARSON, who were successively at the head of the seminary ; as well as to Mr BENJAMIN MACKAY, one of the Classical Masters, who several years ago retired from public life.

Next to the pleasure which the Author derived in receiving literary communications, is the gratification which he experiences in now acknowledging, however inadequately, his sense of the obligation. He would farther particularly mention with respectful gratitude, the very handsome manner in which the Re-

cords of the Town-Council were rendered accessible ; and the extreme readiness which was manifested on the part of all the officials to afford him every facility.

The Author may be allowed to acknowledge, that he duly appreciates the communications he has received from Lord BROUGHAM, and the Right Hon. CHARLES HOPE, both of whom obtained the highest honours of the School in their respective years. He lies under similar obligations to ADAM BLACK, Esq., the Rev. Dr BRUNTON, ROBERT CHAMBERS, Esq., Dr ANDREW CRICHTON, Sir JAMES FORREST, of Comiston, Bart., JOSEPH GRANT, Esq., Writer to H. M. Signet, LEONARD HORNER, Esq., Dr DAVID IRVING, the Right Hon. WILLIAM JOHNSTON of Kirkhill, Lord Provost of Edinburgh, DAVID LAING, Esq., the Very Rev. Principal LEE, ALEXANDER MACDONALD, Esq., Dr THOMAS MURRAY, the Rev. JOHN RAMSAY of Gladsmuir, the Rev. HEW SCOTT of Anstruther Wester, ROBERT TAYLOR, Esq., Advocate, and DANIEL WILSON, Esq.

In preparing this volume, the Author cherished an earnest hope that it might exert a beneficial influence on the minds of the present and future scholars, by exciting them to persevere in the prosecution of their studies, so as to equal if not surpass the acquisitions of those who have preceded them, and thus contribute to raise the celebrity of this venerable Institution. Another object which the Author had in view, was to supply old pupils with a memorial, in glancing at which they might occasionally revert to the companions and exploits of their boyhood. Those who have been educated at the High School, or otherwise connected with it, may perhaps feel some degree

of interest in a work, which professes, for the first time, to give the history of the Institution during the lapse of nearly three centuries and a half. Such a record is fitted, not only to gratify a natural curiosity, but to awaken agreeable recollections of the scenes, associates, and exertions of early life.

The Appendix contains original Papers, historical, statistical, and biographical, illustrative not merely of the history of this seminary, but likewise of the literary history of Scotland.

The Illustrations of the volume consist of a steel engraving of the Elevation, and a Ground Plan, of the School, which have been kindly prepared under the superintendence of THOMAS HAMILTON, Esq., the well-known architect. To these embellishments are added wood-cuts of the three earlier buildings, and facsimiles of the various school medals. A facsimile also of a school exercise of Sir WALTER SCOTT, when a pupil in the Rector's class, can scarcely fail to be regarded as an interesting memorial.

Of the praiseworthy and indefatigable zeal of its successive Patrons, and of the celebrity of its numerous Teachers, ample notices will be found in the progress of the work. In the roll of its Scholars are the names of some of the most distinguished men of all professions, and who have filled important situations in all parts of the world; and it is a fact worth recording, that it includes the names of three Chancellors of England—*natives of Edinburgh*—Wedderburn, Erskine, and Brougham.

MEADOW LODGE,
EDINBURGH, *March 8, 1849.*

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2. *Macgregor (formerly Murray) Medallists for LATIN from 1794 to 1848*.—W. Taylor, 133; J. H. Wishart, A. J. Caverhill, A. Alkman, T. Walker, R. P. Rollo, S. M'Cormack, 134; Sir G. Clerk, Bart., W. S. Beaton, A. D. Y. Arbuthnot, G. Forbes, A. Rutherford, 135; H. Biggar, M. P. Brown, J. Stainton, W. Bain, R. Knox, A. N. Carmichael, 136; J. Campbell, W. Cullen, C. Neaves, J. Edmondston, R. Menzies, W. Glover, G. W. Mylne, E. Logan, J. B. Patterson, 137; P. C. McDougall, W. U. Arbuthnot, W. M. Gunn, 138; W. Gowan, A. A. Bonar, J. Millar, G. A. Taylor, J. Smith, J. Cauvin, 139; J. W. Nicholson, W. H. Goold, T. S. Borthwick, W. Nelson, J. Milne, J. Renton, W. Wilson, J. M. Russell, 140; J. Sanders, J. Maclaren, W. Stark, J. Dougall, R. S. Hutton, P. G. White, 141; A. Mure, P. Cosens, A. Muir, C. R. Scott, R. Johnston, 142.
3. *City Medallists for GREEK from 1814 to 1848*.—A. Ross, J. Edmondston, G. Napier (*twice*), 142; G. W. Mylne, J. Pringle, J. B. Patterson, A. Hog, W. Mirtle, 143; J. Murray, B. Bell, J. Thomson, J. Millar, G. A. Taylor, D. Ogilvy, J. Cauvin, J. W. Nicholson, G. S. Davidson, T. S. Borthwick, 144; W. Nelson, J. Young, J. Renton, J. Ferrier, W. Shaw, T. M. Dickson, 145; J. Maclaren, W. Stark, R. Scott, R. S. Hutton, J. Fowler, A. Mure, P. Cosens, 146; A. Muir, C. R. Scott, R. Johnston, 147.

SUBORDINATE LATIN CLASSES.

4. *Macdonald or THIRD Year Medallists from 1824 to 1848*.—J. Whyte, G. Cotton, J. Cauvin, J. W. Nicholson, W. H. Goold, J. Baillie, J. A. Huie, 147; J. Young, W. Milligan, T. M. Haswell, W. Montgomery, D. Sinclair, A. Lawrie, A. Cameron, A. Robertson, R. S. Hutton, 148; J. Cuthbertson, J. Bates, J. Glen, A. Muir, C. R. Scott, W. L. Lindsay, J. Fraser, E. L. Nelson, J. Young, 149.
5. *Ritchie Medallists from 1824 to 1848*.—G. Cotton (*twice*), 149; J. Smith, J. Baillie (*thrice*), T. S. Borthwick, T. M. Haswell, W. Wilson (*thrice*), A. Cameron (*thrice*), A. Thomson, J. Bates (*thrice*), R. C. H. Macduff, W. Paul, 150; W. L. Lindsay (*twice*), R. Johnston, G. Smith (*twice*), 151.

WRITING CLASS.

6. *College-Baillie Medallists from 1814 to 1834*.—A. Crombie, B. W. Crombie, List of Mr Andrew M'Kean's Medallists (*Note*), 151; E. Logan, G. Milroy, T. Patullo, H. Logan, J. Coldstream, R. Dennistoun, T. Cornwall, J. Abercromby, W. T. Trotter, W. D. Hannay, 152; J. R. Burt, G. Shaw, T. Mac-knight, J. Turnbull, E. Warren, J. Stewart, A. E. Macknight, 153; E. J. Simpson, R. W. Davidson, 154.

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THE HISTORY OF THE HIGH SCHOOL OF EDINBURGH.

CHAPTER I.

1519—1600.

Earliest notices of Grammar Schools in Scotland.—The first Latin School for Edinburgh meets at Holyrood.—David Vocat, Henry Henryson, Adam Melville, and Sir John Allan, successively at the head of the Seminary.—School removed from the Abbey to Blackfriars' Wynd.—The Reformation, and its beneficial effects on the literature of Scotland.—Ineffectual attempts to displace William Robertoun, a Roman Catholic, from the Mastership.—The Town-Council fruitlessly endeavour to obtain James White, a teacher in London.—Queen Mary writes to the Town-Council in Robertoun's behalf, and he is continued.—He reluctantly withdraws.—Thomas Buchanan appointed in his stead.—Buchanan successfully prosecutes the Town-Council before the Court of Session for non-fulfilment of their agreement.—His resignation, and future history.—Resumption of office by the former Master.—The Magistrates receive a grant from the Crown of all patronages belonging to convents within the royalty.—A Schoolhouse provided in the Kirk of Field at the City's expense.—Tumultuous behaviour of the boys.—Retirement of Robertoun on a pension.—Hercules Rollock is chosen.—Insurrection of his pupils.—A Writing-Master appointed.—Inquiry into the state of the School.—Great barring-out, when Bailie John Macmoran was shot by one of the scholars.—Dismissal of Hercules Rollock, the Head-Master, and appointment of Alexander Hume in his place.—Grammar School of Aberdeen.—Course of Study, and Theatrical exhibitions in the High School.—John Balfour, and Robert Steven, doctors or teachers.

SCOTLAND had schools in her principal towns so early as the twelfth century. Previously to that period, and for several succeeding generations, scholastic knowledge could be ac-

quired only within the walls of the cloister. All our literary establishments, indeed, were at first intended exclusively for the education of ecclesiastics. Many of the inmates unceasingly devoted that portion of their time, which was not occupied in the higher duties of their vocation, in multiplying copies of the legends of the saints, some of which remain, and furnish striking proofs of their industry and misdirected labour; others, however, were more profitably employed in transcribing the written memorials of Roman greatness, and in thus handing down to the more secure era of printing the classical remains of antiquity.

In the year 1173, Perth and Stirling had their schools, of which the monks of Dunfermline were directors. Authentic records introduce us to similar institutions in the towns of Aberdeen and Ayr. It moreover appears from the cartulary of Kelso, that the schools in the county of Roxburgh were under the care of the monks of Kelso during the reign of David the First; and that the rectorship of the schools of the last-mentioned town was an established office in 1241. The schools of St Andrews were under the charge of a rector in 1233. The accounts of the Chamberlain of Scotland show that a sum of money was given by Robert the First in 1329,—the very year in which that patriotic monarch died,—for the support of the schools of Montrose.¹ Facts such as these are exceedingly interesting, as illustrative of the gradual progress of education and literature in Scotland, and offer a very extensive subject of investigation.² Into that field of historical research the writer of the following pages does not presume to enter,

¹ Tytler's History of Scotland, vol. ii. pp. 333-4. 8vo.

² Much valuable information on this subject will be found in the "Acts of Parliament and of the Privy Council of Scotland relative to the establishing and maintaining of schools, from the year 1496 to the year 1696," inserted in the Miscellany of the Maitland Club, vol. ii. part i., pp. 1-50.

but proceeds at once to that portion of our literary history, which it is the object of the present volume to illustrate.

The Grammar School of Edinburgh was originally attached to the neighbouring abbey of Holyrood. King David the First, to whom Scotland was indebted for many of her rich ecclesiastical endowments, founded that monastery. Holyrood being the principal place near the capital where education could be obtained, the citizens embraced the privilege of having such of their sons as were destined for secular employments, instructed along with the future clergy. It is probable that this seminary was at first open only to the young nobility and a favoured few, whose influence at Court enabled them to gain admittance. In order therefore to supply the increasing demand, and likewise to retain the unmixed and sacred character of the institution, those friars, whose presence could most easily be dispensed with in the monastery, were allowed to become public teachers within the city.

The earliest mention of the Grammar School of Edinburgh occurs in the town-council records for the year 1519, when the civic authorities enjoined all parents and guardians, under pain of incurring a heavy fine, to place their youth under the master of the principal school.¹ David Vocat, clerk and orator of the convent, was, at this period, at the head of the seminary. On the 4th September 1524, George Crichton, bishop of Dunkeld, as abbot of Holyrood, with the consent of that monastery, nominated Henry Henryson, as coadjutor and successor to

¹ APPENDIX, No. I. As this article consists exclusively of Excerpts from the Record of the Town-Council of Edinburgh, chronologically arranged, it may be proper to mention, that when a reference is in future made to that record, the date only of the minute will be given, and, where necessary, additional particulars will be inserted in the Appendix.

Vocat. From a charter granted by James the Fifth in the year 1529, ratifying and embodying this appointment, it appears, that Henryson, once the pupil of Vocat, had successfully taught the grammar school of the contiguous borough of Canongate; that his old preceptor, who highly appreciated his talents, had recommended him as a fit associate in a situation which he himself had long worthily filled, but for the right performance of his duties he now found himself disabled by advanced age; that Henryson was to have the sole privilege of instructing the youth of the Scottish metropolis in classical learning; and that he was enjoined to attend at the abbey in his surplice, to assist at "hie solempne festuale tymes," and to be present "at the hie mess and evin sang," and make himself otherwise useful in the chapel.¹

From the terms of a complaint by the magistrates of the Canongate to the Privy Council in 1580, there existed in their borough a grammar school, "not only sin reformation of religion, bot also in tyme of Papistrie, and past the memorie of man." It was long a celebrated seminary of learning. At one period the appointment was esteemed of such value, that a professor of Humanity in the Metropolitan University embraced a call to the grammar school of the Canongate.²

According to Archbishop Spottiswood,³ Henry Henry-

¹ APPENDIX, No. II.

² Crawford's History of the University of Edinburgh, pp. 125, 129. On the 15th September 1568, there was a royal ratification of the deed of "Robert, commendatore of Halirudhous, makand Maister Robert Dormond, maister of the grammer scole within the burgh of the Cannongait for his lyf tyme." He was to teach his scholars "grammer, retorick, and poetrie, and to hald scole quhairreir he pleisis within the said burgh."—(Register of the Privy Seal, xxxviii. 19.) The Canongate grammar school, of which the patronage was first vested in the local magistrates April 5, 1580, (Miscel. of the Maitland Club, vol. i. part ii. p. 345), was abolished in the year 1822.

³ History of the Church and State of Scotland, p. 66. Lond. 1677, fol.

son, with many others, publicly abjured Popery in the year 1534. He must however have left the High School of Edinburgh before he became a protestant; for Adam Melville was head-master in 1531. Little is known of the person last mentioned; but it is believed he was of the same family which, fourteen years later, had the honour to produce Andrew Melville, "the first Scotchman who added a taste for elegant literature to an extensive acquaintance with theology."¹ He came under a singular engagement; binding himself to make his scholars perfect grammarians in the brief space of three years.² It is much to be regretted that we have no means of ascertaining what were Adam Melville's ideas of grammatical perfection, and that the process, by which he attained a consummation so devoutly to be wished, has not been handed down to his official successors.

The magistrates of Edinburgh had as yet no voice in the nomination of the masters, nor were they even consulted, although the whole expense of the establishment devolved upon them, as representing the community. About the middle of the sixteenth century, a venerable mansion at the foot of Blackfriars' Wynd was hired for the school. This lodging, which is approached by a small inner court, had at one time been the palace or town-residence of Archbishop James Beaton, and of his nephew the Cardinal.³

¹ M'Crie's *Life of Andrew Melville*, vol. ii. p. 327, 2d edition.

² Council Record, March 19, 1531.

³ Council Record.—Mr Daniel Wilson, the enlightened secretary of the Society of Antiquaries of Scotland, in his very interesting *Memorials of Edinburgh in the Olden Time*, has given (vol. ii. p. 97, and 223, Edin. 1848, 4to) some curious historical details respecting Cardinal Beaton's house, which is accurately represented in the next page. It was the scene of the first festivities after the return of Queen Mary from France in August 1561, and where she and her court were entertained at a public banquet in the month of February following.



VIGNETTE—Cardinal Beaton's House, foot of Blackfriars' Wynd.

In Blackfriars' Wynd, and in the adjoining steep and narrow lanes, which connect the High Street with the Cowgate, and which are now tenanted by the humbler classes, the most respectable of the citizens at that time, and indeed at a period not very remote, were wont to reside.

There lived our nobles, there our judges dwelt.

In the year 1555, the scholars were removed to a house situate at the east side of the Kirk of Field (near the head of what is still called the High School Wynd), which had meanwhile been built by the town for their better accommodation.¹

¹ Council Record, March 11, 1554, and June 14, 1555.

At the Reformation, our universities and schools were placed on a liberal footing. The revolutions which preceded that glorious era had called into action only the physical strength of men; but the Reformation awakened their intellectual energies. Freed from that thralldom of bigotry and spiritual restraint by which Popery had so long grievously enslaved it, the human mind sought to exercise those powers which had hitherto been comparatively dormant. Some time indeed elapsed before the High School reaped much benefit from the memorable and truly happy change which, under Divine Providence, that mighty event achieved. The office of head-master was then held by William Robertoun,¹ a man of slender literary attainments, and also of exceptionable character. Though "ane obstinat papeist," he had contrived to retain his situation, to the great detriment of the community, to whom he at length became exceedingly obnoxious, in consequence of his repeated attempts to corrupt the boys with his own religious tenets. The town-council now deemed it expedient to exert their influence to procure his speedy dismissal. For the furtherance of so desirable an object, they addressed a missive, on the 8th April 1562, to Lord James Stewart, afterwards Earl of Moray and Regent, and besought his influence with Lord Robert Stewart, another natural brother of the Queen. The latter nobleman had embraced the reformed doctrines in 1559, but retained the temporalities of the abbacy. In his person, as commendator of Holyrood, the patronage of the school was exclusively vested; and with him therefore Lord James was entreated by the corporation to labour for a gift of the office of Master "to sic ane leirnit, and qualifeit man as thai can

¹ *Robertoun*, instead of *Robertoun*, is occasionally given in the record of the city, and by some historians, as the name of the head-master. The orthography in the text however corresponds with his own signature, and with several public deeds.

find maist abill therefor, to the effect that may remove the said M. William fra the office fairsaid. And for uphalding and sustening of the said Maister and doctouris, as allsua of the regentis of ane college to be bigit within this burgh, and biging of hospitellis, that it be lauborit with the Quein's Grace it mycht pleis hir Grace to dispone and grant to the toun the place, yairds, and annuallis of the freirs and altairageis of the kirk."¹ This request, on behalf of the citizens, is interesting, not so much as regards Robertoun, on whose account the application was found highly requisite, but especially as containing the first mention on record, of the determination, on the part of the authorities, to erect the University of Edinburgh.

Although the town-council thus plainly recognised Lord Robert in his titular capacity as commendator of Holyrood, and consequently invested with the patronage of the High School, it is a singular fact, that, besides making the above application, they also summoned Robertoun forthwith to produce his deed of presentation. On the third day thereafter, being the 11th of April, he appeared before them. He then exhibited, not his own appointment, but one granted by Abbot Cairncross in favour of Sir John Allan, who seems to have enjoyed the office on the same footing as himself. Not satisfied with a document which a third person might, with equal plausibility, have presented, the magistrates charged Robertoun, under pain of immediate dismissal, to lay before them, within eight days, the deed upon which he grounded a valid right to the mastership. This call he tardily obeyed; for it was not until the 10th of June that he presented himself, accompanied by Edmund Hay, advocate, and gave in a written defence. On the 22d of the ensuing month, the proper document was laid on the table. It thence appeared, that the Abbot of

¹ Council Record, April 8, 1562.

Holyrood, with the consent of his coadjutor and administrator, the Abbot of Cambuskenneth, had nominated Robertoun to the High School on the 10th of January 1546. But, apprehending that this alone would be insufficient, and to escape, if he possibly could, a threatened trial of scholarship, Robertoun had taken the further precaution to bespeak the kindness of some of the principal citizens, who allowed him the use of their names in support of his questioned character and qualifications. He mustered a very respectable roll; but, to his mortification, the manoeuvre did not succeed. Regardless of his aversion, the magistrates insisted that he should undergo, in their presence, a strict examination, and for this purpose fixed an early day. Such a measure, humiliating in the extreme, could never have been thought of, had not Robertoun's deficiency been great. The religious opinions which he entertained, and most improperly sought to propagate among his pupils, even more than his literary incapacity, fully justified the town-council in the step which they took for his removal. As might be expected, he showed no desire to stake his office upon an appearance, the issue of which was indeed problematical; and, more especially, when he understood who were to be his examiners. His refusal will not be considered strange, as few persons, conscious of any deficiency, would have consented to stand a trial without some hesitation, when, among the "cunning and expert men" selected as judges, were John Spottiswood, superintendent of Lothian, Clement Little, advocate, and George Buchanan, the celebrated historian and poet. This proposition moreover he conceived to be as ungracious in the council to advance, as it would be degrading in him were he tamely to submit to it. The magistrates, having thus failed to bring Robertoun's acquirements to the test, commenced another mode of attack. They broadly asserted, and produced witnesses to prove, that his presenta-

tion was incomplete, inasmuch as the undoubted patron at the time was only fourteen years of age, and his signature consequently was of no value without that of the minor's curator, who had neglected to attest the deed. Being at length declared by the magistrates utterly incompetent to fill the charge, and being prohibited from exercising his scholastic functions, Robertoun laid his case before Queen Mary. Her Majesty most readily espoused his otherwise ruined cause. He soon personally re-appeared before the corporation with a royal mandate; and, bold from the influence which he had thus secured, insisted upon instant payment of all salary in arrears, and an unmolested occupation of office. Mary ratified the abbot's deed of presentation to Robertoun, and gave the civic rulers distinctly to understand, that failure on their part would certainly incur her marked displeasure.¹ To an authority so high the magistrates were forced to submit. Previously to the interference of the Queen, and certainly presuming that Robertoun would have voluntarily retired, the corporation had actually been looking for a proper person to supply the place which they had declared vacant; and, upon a favourable account of his entire suitableness, they had with great unanimity selected James White, by birth a Scotsman, and then a successful teacher in London. A letter was even despatched, in which his acceptance of the office was earnestly desired, and an assurance held out that he should be no loser in the event of his coming to Edinburgh.

Though, to the loss of the community, White's matured experience was denied, brighter days awaited the school. In obedience to her Majesty's commands, Robertoun was continued; but a provisional arrangement was soon made

¹ Two letters from Queen Mary in favour of Robertoun are incorporated in the minute of the Town-Council, of date May 11, 1565, printed in the APPENDIX, No. I.

with a highly gifted individual. This was Thomas Buchanan, eldest son of Alexander Buchanan of Ibbert, and nephew of the famous George Buchanan.¹ The town-council having made choice of him on the 28th July 1568, appointed one of their number forthwith to proceed to St Andrews, where Buchanan, yet a young man, taught as a regent or professor in St Salvator's College. He promptly accepted the call, and accompanied the bearer of it from Fife. Some time intervened between his arrival in Edinburgh and a proper adjustment of matters. The delay was occasioned by Robertoun's refractoriness, and his aversion to come to terms with a body of men against whose jurisdiction he had triumphantly appealed to his sovereign; but he at length acceded to the wishes of the council, by quietly yet reluctantly withdrawing on a retiring allowance. The appointment of Buchanan was confirmed by a government presentation.² The corporation also entered into terms with the new master, and in a manner which showed that they were desirous to give him every encouragement.

By his ability and zeal, Buchanan improved the efficiency of the school, and increased the number of the scholars. An unpleasant occurrence however happened about two years after his induction, owing, as he alleged, to his patrons not duly fulfilling some of the articles of agreement. After the Court of Session, from which he sought redress, had given a decision in his favour, he imagined that the magistrates did not pay him that deference which his talents, education, and standing in society merited.³ His situation was thus far from comfortable. By Robertoun he knew that he had all along been viewed in the light of a supplanter; but he could ill brook the treatment which the issue of his lawsuit unhappily occasioned him from his de-

¹ Crawford's History of the University of Edinburgh, p. 44.

² APPENDIX, No. II.

³ APPENDIX, No. III.

feated patrons. Determined to dissolve a connexion which increased mutual uneasiness, he finally quitted Edinburgh in the summer of 1571; but he was almost immediately called to a similar office in the town of Stirling, where many sons of the nobility and gentry were placed under his care. In April 1578 he was appointed minister of Ceres, in the county of Fife. With that parochial cure was conjoined the office of provost of Kirkhill or Kirkheugh, in the vicinity of St Andrews. This was a collegiate church, which had been endowed for a provost and nine prebendaries. It was annexed to the crown in 1578, and from that year, commencing consequently with Buchanan's appointment, the provost was generally minister of Ceres; but the income which he derived from the provostry was comparatively small, as the greater part of the stipend, like that of similar institutions, was drawn by laymen.¹ In addition to this, he held the honourable office of Keeper of the Privy Seal, which his uncle resigned in his favour.² His name appeared in this last capacity in 1582, when James VI. granted a second charter to the University of Edinburgh. During the last mentioned year, the General Assembly of the Church of Scotland appointed him to act as a professor of divinity in the University of St Andrews. Buchanan's subsequent life was spent in the discharge of his clerical duties, and also in taking an active part in the discussion of the important ecclesiastical questions which then occupied much of the public attention.³ He died provost of Kirkheugh and minister of Ceres, April 12th 1599.⁴

Robertoun, as if lying in wait for an opportunity, eagerly

¹ Martine's *Reliquiæ Divi Andreae*, p. 216.

² Chalmers's *Life of Thomas Ruddiman*, p. 338.

³ M'Crie's *Life of Andrew Melville*, vol. i. p. 228; and vol. ii. p. 19, *et seq.*

⁴ MS. Test. Regist., April 1599.

availed himself of the occasion of the departure of Buchanan from Edinburgh to resume those duties in the High School, from the exercise of which he had most reluctantly been induced to retire. The magistrates, on the other hand, chagrined at the departure of Buchanan, seem to have opposed no obstacles to the resumption of the mastership on the part of Robertoun. The school fell sadly in public estimation, and the seminaries near the metropolis flourished in consequence. But, though the wealthier portion of the community found no difficulty in procuring good classical instruction elsewhere, their less fortunate fellow-citizens were compelled either to relinquish the desire of giving their children a liberal education, or to rest contented with the confessedly inefficient manner in which Robertoun taught.

Many a flourishing school has been ruined by the unfitness of the principal master. If deficient in scholarship, talents for teaching, or propriety of conduct, his associates, however qualified for their duties, will either retire in disgust from his enfeebling superintendence, or, receiving a competent salary, may allow themselves, unless actuated by a high sense of duty, to be lulled into a state of indifference. The head of a literary institution should not only be above all suspicion with regard to attainments, but, with an enlightened knowledge of languages and the subsidiary branches, should, in a pre-eminent degree, unite dignity and affability of manner. Had it not been for a succession of excellent under-masters, the High School of Edinburgh would, more than once, during its early history, have suffered much more than it did.

In March 1566, the magistrates obtained from Queen Mary a gift of the patronages and endowments, in Edinburgh, which belonged to the Dominican and Franciscan monasteries, including that of the Grammar School, which till then had been vested in the Abbot of Holyrood. Hav-

ing obtained this royal gift, the corporation, in the month of January 1577, resolved to erect a suitable schoolhouse in the garden of Blackfriars' monastery, to be ready before the ensuing term of Whitsuntide. The building, however, which was raised by contract for two hundred and fifty pounds, was not finished for the reception of the scholars till the year following.¹



VIGNETTE—View of the High School erected in the year 1578.

At the period under review, this classical establishment was indebted in many respects, particularly for the completion of its buildings, to James Lawson, the immediate successor of John Knox as one of the ministers of Edin-

¹ Council Record, January 29, and February 16, 1577; May 10 and 23, 1578.

burgh. Lawson successfully exerted his influence, which was considerable, in encouraging the study of literature in the Scottish capital. The High School itself did not become what was originally intended,—an elementary seminary for logic and philosophy, as well as of classical learning; but it led to the foundation of the University; and from the terms of the original charter, they may be viewed as portions of one great institution.

The town-council, tired of the expense which Robertoun's incapacity had occasioned, determined that all repairs in the school-house, caused by his carelessness, should be executed at his own cost. When, in the autumn of 1579, a royal visitation of this seminary was expected, the patrons must have dreaded an approaching exhibition as likely to give their youthful sovereign no very favourable idea of the metropolitan school.¹ In the subsequent year, the scholars were so turbulent, that nine of them were committed to prison, and fined for their misconduct. Unable to contend either with the magistrates, or his unruly pupils, and finding that old age had unfitted him for exertion, Robertoun agreed to accept from the city a retiring annuity of two hundred merks, or L.11 : 2 : 2½.²

In the month of May 1584, Hercules Rollock,³ a man of genius and superior classical attainments, was entrusted with the duties of head-master. He was born at Dundee about the year 1546, and was nearly related to

¹ Council Record, September 4, 1579.

² Ibid. April 3, 1584.

³ Ibid. May 29, 1584. The most correct orthography probably is *Rollok*, though the name given in the text is now generally adopted. He wrote his name *Rollok*, occasionally *Rolloc*. A fac-simile of his signature in the former mode of spelling appears in his "Contract" with the Town-Council, printed in the APPENDIX, No. IV. "*Her. Rolloc, Taodinensis*," I observed in his handwriting on several volumes, once his property, but which were presented to the University of Edinburgh in 1600, by different individuals, who had evidently purchased them that year at the sale of his library.

Rollock, the first principal of the University of Edinburgh.¹ Having honourably completed a full course of academical study at St Andrews, Hercules Rollock was appointed, in 1562, a regent in King's College, Aberdeen.² He did not, however, remain there long, but repaired to England. On his way thither he had the misfortune to fall into the hands of pirates, by whom he was plundered of his property, more especially of a choice collection of books. On landing in Sussex he went to Buckhurst, where he met with a hearty welcome from Sir Thomas Sackville, afterwards Earl of Dorset, who was distinguished as a poet, a statesman, and a generous patron of learned men. Sackville is known as author of the finest poem in the English language between Chaucer and Spenser. Grateful to this excellent person for his courtesy and hospitality, Rollock addressed to him an ingenious Latin poem, written while at Buckhurst, the seat for six centuries of the Sackvilles, ancestors of the now extinct ducal house of Dorset, who derived from it the first title by which they were ennobled.³ With the view of prosecuting his literary studies, and of enlarging his acquaintance with the world, he proceeded to France, and attended the prelections of the eminent professors at Poitiers.⁴ When at that University, which was resorted to by many British and other foreigners, Rollock published several Latin poems of great merit, one in particular which he inscribed to the governor of the province

¹ See the beautiful Latin lines which Hercules Rollock composed on the occasion of the Principal's death, at p. 81 of a quarto volume, printed in 1826 for the Bannatyne Club, and entitled, "*De Vita et Morte Roberti Rollok, Academiæ, Edinburgensæ Primarii Narrationes; Auctoribus Georgio Robertson et Henrico Charteris.*"

² Kennedy's *Annals of Aberdeen*, vol. ii. p. 405, 4to.

³ The Latin poem has been preserved (*Delit. Poet. Scot. tom. ii. pp. 361-365*), and is inscribed, "*Ad generosissimum Equitem Torquatium, Thomam Sacvillum, Buchurstiæ Dominum, è sua domo in Australi Angliæ.*"

⁴ *Delitiæ Poetarum Scotorum*, tom. ii. p. 361, and pp. 350-51.

of Poitou.¹ On his return to Scotland, he was recommended by George Buchanan to the young king, by whom he was nominated commissary of Angus and the Carse of Gowry, which were disjoined from the Commissariat of St Andrews in the year 1580, and erected into a separate jurisdiction. But the new court was soon suppressed, chiefly in consequence of the opposition of the commissary and magistrates of St Andrews.² Immediately before coming to Edinburgh, Rollock was employed at Dundee as a notary public. His new patrons, who were exceedingly disposed to second Rollock's endeavours in effecting a reformation in their school, resolved that no other seminaries of education should be tolerated within the city; and the burgesses were required either to send their children to the High School, or pay to Rollock a penalty for each boy elsewhere instructed. A committee was likewise named to draw up a course of study for the school, and they were specially enjoined to distinguish the same from what was taught at the University.³

Though, unfortunately, there does not exist any record of names, or even the numbers of scholars at this early date, there is ample evidence for concluding, that the master had at first no cause to complain of his class being thinly attended. Among his pupils then was William Drummond of Hawthornden, the historian and poet, who

¹ *Panegyris de Pace in Gallia constituend. ad Virum Ampliss. D. Petrum Retum, Pictaviensis prouinciæ Præsidentem. Authore Hercule Rolloco. Pictavi, ex officina Bochetorum, 1576, 4to.* The only copy of this encomiastic poem which I have seen or know to exist, is in the library of the University of Edinburgh, among the books bequeathed, in 1627, by the celebrated William Drummond of Hawthornden. In that copy there are many alterations apparently in the author's handwriting, which made me conclude, that he had been attempting to transform this piece to suit another occasion. See also Filleau, *Traité de l'Université de Poitiers*. Poitiers, 1644, fol.

² *M'Crie's Life of Andrew Melville*, vol. ii. p. 410.

³ *Council Record*, August 14, 1584.

“conspicuously exhibited at the High School early signs of that worth which afterwards appeared to the world.”¹ Rollock’s reputation brought him scholars from the remotest districts of Scotland; but the names of some of them have been handed down not much to their honour. Those related to families of rank and talent, were, as on a previous occasion, foremost in mischief, and notorious at school for disgraceful conduct.

In those days, frequent tumults took place which seldom or never characterise modern times. The rude behaviour of the boys towards their teachers, particularly manifested in what has been termed a *barring-out*, was frequently practised, both in England and Scotland, in the sixteenth and seventeenth centuries. When the periodical recess drew nigh, the scholars often became perfectly unmanageable; their minds being bent more on the approaching vacation, and on the best means of prolonging it, than on the tasks prescribed. Their mode of procedure was sufficiently determined. Having fixed upon a leader, they pledged their honour to stand by him to the last, and, supplying themselves with provisions and weapons of defence, they took possession of the school-house, of which they barricaded the doors and windows. For several successive days have they been known to remain voluntary prisoners, till they were either extruded, or attained their object by a reluctant and ungracious grant of additional holidays. To gain admittance in such circumstances was impracticable; so that usually the Master, after exerting to little purpose all his patience, alternately in persuasion and threats, was under the necessity of complying with their demands, in order to induce them peaceably to abandon their stronghold. Every thing seems to have proceeded smoothly for more than three years under Rollock; and he

¹ Bishop Sage’s *Life of Drummond*, prefixed to the folio edition of his works. Edin. 1711.

appears to have enjoyed the entire confidence and support of the public; but the High School, like some other seminaries at this period, became the scene of anarchy and confusion. Rollock and his patrons received the most contemptuous treatment from the scholars. The lives of the magistrates and the Master were exposed to imminent jeopardy by the threatened use of the deadly weapons with which, to resist lawful authority, the young delinquents had daringly armed themselves. With the exception of the disturbance in the year 1580, already noticed, this is the first formidable barring-out which occurs in the history of the High School; and, though it did not end so tragically as a similar outrage eight years afterwards, it exhibits a deplorable picture of the state of society. Rollock being determined not to suffer his authority to be trampled upon with impunity, despatched a messenger to the council chamber for aid. The provost, with the other functionaries, repaired to the spot. It was soon discovered that the malecontents would not be so easily subdued, and that they were as much disposed to resist the civic authorities, as they had already disdainfully rejected the advice and commands of their excellent preceptor. By the direction of William Little, the chief magistrate, an entrance was obtained, but not till the principal door had been shattered to pieces. Overawed when the assailants entered the schoolhouse, the scholars fortunately did not employ the destructive weapons with which they were provided. Fire-arms of every description, with swords and halberds, were found in their possession. Whilst the magistrates and the teachers lamented the lawless spirit of the boys, they had much cause for gratitude on their own providential escape in this unprovoked uproar. It may well be imagined, that those who were prominent on this occasion, acquired among their class-fellows, and the school boys of the following age, no small celebrity for the stand which

they now made. After all, they failed in their object; and, besides subjecting their relations to a smart fine, they had the mortification to learn, that the authorities had unanimously decreed, that the offenders should be punished, and that the annual vacation, to commence in the middle of May, should not exceed one week.

In a memorial which Rollock presented to the town-council on the 17th April 1588, for an increase of salary, it appears that it was through the recommendation of James Lawson, one of the city ministers, he had been induced to accept of the situation of rector. He entered upon office, he says, on such inadequate terms, as the perilous and then uncertain state of public affairs permitted, with an assurance, however, that on the demise of his predecessor, the annuity granted to Robertoun should be added to his salary. In justice to himself and family, his present appeal became unavoidable. The dearth of all sorts of provisions, and the irregular manner in which the school-fees were paid, made his stated allowance scarcely sufficient to ensure the necessities, far less the comforts, of life. He declares his aversion to engage, as he must otherwise do, in any other employment that might withdraw his attention from his scholastic avocations, which demanded an undivided energy of the whole man. He protests, moreover, that far from being prompted by covetousness, his only desire was to live soberly on the fruit of his professional labours, and not be forced, as heretofore, to encroach on his small patrimony reserved for old age, and as a provision to his children; and that, on receiving a favourable reply, he pledged himself to be unremitting in his efforts to maintain and perpetuate the celebrity of the High School, "as well by his present pains, as by his monuments, which he has in hand to serve others hereafter, to the advancement of God's glory, and comfort of this commonweal."¹

¹ Council Record, April 17, 1588.

Rollock's representation had the desired effect. His patrons immediately doubled his salary, raising it to one hundred pounds Scots. But neither his patrimony, nor what he derived from the school, was sufficient to meet his numerous engagements. He was naturally of a generous and an easy disposition ; and, as usually happens, there were not wanting those ready to take advantage of his unsuspecting kindness and promiscuous liberality. By suretyship, he had more than once involved himself in pecuniary difficulties. So imprudent indeed had he become, that the magistrates judged it proper officially to intimate to him, that he should in future be fined forty pounds Scots each time he was known to come under similar engagements.¹

The habits of Rollock were decidedly literary. He had frequent intercourse with the principal men in the kingdom, and he was in truth the instructor of many of them ; and " his sweet manners " made him a general favourite.² Scarcely any important event in the civil and ecclesiastical history of Scotland during his time did he allow to pass without commemorating it in Latin verse, which he wrote with great facility and elegance.

In the year 1590, when Anne of Denmark, consort of James the Sixth, made her first entry into Edinburgh, the rector of the High School had a prominent part assigned to him in the pageant. The royal procession having halted " at the strait of the Bow," where Rollock was stationed, he there pronounced an appropriate oration, congratulating the Queen on her marriage, and offering her Majesty a

¹ Council Record, November 11, 1590.

² " Hercules Rollocus amoenissimo ingenio scholam Edinburgensem rexit, et multis annis in erudienda Scotica nobilitate impensis, Musis potius quam sibi natus videri poterat. Suaves ad hæc mores, et erudito sale temperati, gratum omnibus efficiebant."—Dempsteri *Historia Ecclesiastica Gentis Scotorum*, tom. ii. p. 565. Editio Altera, Edin. 1829, 4to.

hearty welcome to the metropolis of her new dominions.¹ He likewise wrote a long and admired Latin poem on the royal marriage.

As a teacher, Rollock was well supported by his countrymen; and, through the encouraging patronage of the Queen, foreigners were entrusted to his care as pupils and boarders.²

Nothing save Greek and Latin had been taught in this seminary previous to the year 1593; but it was then thought expedient that the pupils should have an opportunity of acquiring penmanship under the same roof. The council accordingly appointed William Murdoch, teacher of that useful branch. A room was fitted up at the expense of the city, but no salary was allowed. The master was authorized to charge ten shillings Scots (tenpence sterling) quarterly from "ilk writer."³ A committee was at this time appointed to inquire into the state of the High School, and to point out things necessary to be reformed.⁴

Some days before the autumnal recess, as already noticed, the head-master required his utmost exertion to maintain discipline. On these occasions, the most excessive rudeness was shown by the youths to their instructors. But on the 15th of September 1595 an event happened, which not only threw the whole city into a state of painful excitement, but also, for a time, tarnished the reputation

¹ Calderwood's History of the Kirk of Scotland, vol. v. p. 97.

² In the "Papers relative to the Marriage of King James the Sixth of Scotland with the Princess Anna of Denmark," printed in 1828 for the Bannatyne Club, the following entry appears at p. 22, in a bill of expenses for the year ending November 1, 1591:—

"*Item*, to Maister Hercules Rollok, Maister of the Hie Scule of Edinburgh, for burding and furnesing of Johnne Andro, Danisman, being at the scule, and buirdit with the said Maister, j.c.xxxxij. vis. viijd.

³ Council Record, February 8, 1593.

⁴ Ibid., July 11, 1594.

of the school. Conformably to established custom, the scholars repaired in a body to the council-chamber to crave from the magistrates a week's holidays, or "privilege," as it was termed. Owing, it would appear, to some prudential motive, their request was peremptorily refused; and this unlooked-for denial exasperated the boys to a high degree, and principally led to the commission of the foul crime which it is now our disagreeable duty to record. A number of them, "*gentilmenis bairnis*," entered into a compact to revenge this supposed encroachment. Accordingly, having provided themselves with fire-arms and swords, they went, in the dead of night, and took possession of the school-house. On the following morning, when Rollock made his appearance, he soon understood that his pupils were there, but that they had another object in view than the prosecution of their studies. The doors were not only shut against him, but every means of access being completely blocked up, and strongly guarded from within, all attempts to storm the garrison were found impracticable; and endeavours, oft repeated, to effect a reconciliation, proved unavailing. At length it was deemed expedient to call in the aid of the municipal power. John Macmoran, one of the magistrates, immediately came to the High School at the head of a party to force an entrance. When he and the city officers appeared in the *yards*, or play ground, the scholars became perfectly outrageous; and renewed remonstrances were quite fruitless. The boys unequivocally showed that they would not be dispossessed with impunity; and they dared any one at his peril to approach. To the point likely to be first attacked, they were observed to throng in a highly excited state, while each seemed to vie with his fellow in threatening instant death to the man who should forcibly attempt to displace them. William Sinclair, son to the Chancellor of Caithness, had taken a conspicuous share in

this barring-out; and he now appeared foremost, encouraging his confederates steadily to persevere in defence of those rights, which he doubtless conceived immemorial usage had fairly established. He took his stand at a window overlooking one of the entrances, whence he distinctly saw every movement of those without. Macmoran, never dreading that such hostile threats would be carried into execution, boldly persisted in urging his officers to force the door with a long beam, which, as a battering-ram, they were plying with all their might. The bailie had nearly accomplished his perilous purpose, when a shot in the forehead, from Sinclair's pistol, laid him dead on the spot. The anxious spectators of the scene were panic-struck, and the mournful tidings cast a gloom over the town.

Early on the following day the town-council held an extraordinary meeting, and gave expression to their deep regret on account of this distressing occurrence, by which they had been deprived of a much respected colleague, and the city of an active magistrate. The provost, two of the bailies, the convener of the Trades, and seven councillors, were deputed to proceed to Fife, personally to communicate the sad intelligence to the king, who was then at Falkland, his favourite hunting palace.¹

After two months' imprisonment, seven of the scholars,

¹ Council Record, Sept. 16, 1595; Calderwood's History, vol. v. p. 382; Monteith's Theatre of Mortality, Part Second, p. 7, Edin. 1713. A citizen of Edinburgh, a contemporary of Rollock, has given the following graphic account of this memorable barring-out:—

“ 1595, September 15.—Johne Macmorrane sleue be the schot of ane pistoll out of the Scholl; this Johne Macmorrane, being baillie for the tyme. The bairnis of the said Gramer-schooll came to the Tounis Counsell, conforme to thair yeirlie custome, to seek the priviledge; quha wes refusit: Upone the quhilk, ther wes ane number of scollaris, being gentilmenis bairnis, made ane mutinie, and came in the nicht and tuk the scooll, and provydit thameselfis with meit, drink, and hagbutis, pistolit and sword: They ramforcit the doors of the said scooll, swa that thai refusit to lat in thair Maister nor na wthir man, without thai wer grantit thair

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barring-out, apprehensive of the result, fled alone to the Isle of Skye, where he settled, and left behind him a generation of Campbells, isolated as it were amidst a nation of Macleods. One of these, a great-grandson of the rioter, hospitably received the unfortunate Charles in his wanderings in the year 1746, and was very kind to him.¹ Some other boys, the sons of highland chieftains, were engaged in the affray, which proves that the highland proprietors of that period could not have been so illiterate as it is generally supposed they were. By spending their early days in Edinburgh, they must have acquired at once the best education and the best manners which those times could furnish.

The fatal event which had taken place greatly affected Rollock; and a sensitive mind like his could not dwell upon his brief and chequered incumbency without feelings of the liveliest concern. From what had occurred, indeed, it was too evident that the public did not give him credit for a firm, zealous, and conscientious discharge of his official duties. He had now little enjoyment in his class, which rapidly decreased in numbers; partly in consequence of the expulsion, by the command of the King, of such of the rioters as had returned to the school, and partly through the detention of others by their parents, who naturally dreaded the recurrence of a similar outrage. Rollock also lost the patronage of the town-council. Not only did they repeal their recent act increasing the school fees, but plainly accused him of mismanagement, and inability to maintain proper discipline. The grounds of Rollock's impeachment, and his own defence, have been preserved in the records of the city. What seems to have most displeased the magistrates was the discovery, that,

¹ Sir Walter Scott, a pupil of the High School, and intimately acquainted with the stirring parts of its history, related to my obliging informant the little episode which I have given in the text.

questioning their deed of presentation, he had, several months previously to this, clandestinely purchased from the Abbot of Holyrood, 'ane gift of the Grammar Schole.' Indignant at his conduct in various respects, the town-council abruptly closed the business by declaring his place vacant, at the same time naming a committee of their body to shut the school, and to "intromit with the keys, if any there might chance be."¹

According to Rollock's statement, the High School, over which he presided eleven years, soon fell "into the barbarism from which he recovered it." He imputes his dismissal to the ignorance of the citizens, who were incapable of appreciating the excellence of his instructions, so superior to those of ordinary pedagogues. He mentions, that after his connexion with the school had ceased, he was appointed to a situation in the Court of Session, and was patronised by his Majesty.² He unsuccessfully pursued the magistrates before the Court of Session for damages.³ Thwarted in this litigation, and having derived little emolument from his new office, which he did not long retain, he was compelled to make such inroads upon his small patrimony, that at his death, which happened in January 1599, he left his family in reduced cir-

¹ Council Record, February 20, 1595.

² Delit. Poet. Scot., tom. ii. p. 389. M'Crie's *Life of Andrew Melville*, vol. ii. p. 411. A long letter, addressed by Hercules Rollock, June 1, 1597, to Secretary Lindsay, "anent Patrick Murray's Commission to the North," and found in the Balcarras Papers, has been printed in the *Memoirs of the Affairs of Scotland*, from 1577 to 1603, by David Moysie, pp. xxi-xxiv. Edin. 1830. 4to. From an account of a presbyterial visitation of the Church at Holyrood House, on the 26th September 1598, it would seem that Rollock was in the habit of seeking, which was then uncommon, religious instruction beyond the bounds of his own parish. "Mr Hercules Rollok, ane of the congregatioun, not resorting to thair paroche kirk, to be proceeded against."—(*Wodrow Society Miscellany*, vol. i. p. 465.)

³ Council Record, January 5, 1598.

cumstances. The town-council voted the sum of five hundred merks towards their relief; his widow to draw the interest during her life, and the capital thereafter to be divided among Rollock's children.¹

The *Delitiae Poetarum Scotorum*,² containing Latin poetry that would do honour to any nation, are enriched with not less than thirty-seven distinct articles, or above two thousand four hundred lines, from the pen of Hercules Rollock. So large a proportion of a work designed to perpetuate the classical taste of Scotsmen, is certainly a strong proof of the estimation in which the respective pieces were held by the accomplished editor. Borrichius, a learned foreigner, has noticed, in favourable terms, the metrical compositions of Rollock.³ But it is of greater importance to know, that he enjoyed the personal friendship of George Buchanan, who spoke in congratulatory strains of his youthful attempts in poesy. "If I were not aware," says an author whose opinion stands deservedly high, "of appearing to detract from the merit of one whose early productions secured the approbation of Buchanan, I would say, that Rollock was better acquainted with the language than the spirit of the Roman poets. His description of the miseries of Scotland during the civil war is his most poetical performance."⁴ There is no question, that to Rollock's talents and acquirements the

¹ Council Record, February 20, 1600.

² Edited by Arthur Johnston, M.D., and printed at Amsterdam in 1637, at the expense of Sir John Scot of Scotsarvet.

³ "Hercules Rollocus, Scotus, lectum genialem sternit Jacobo Sexto Scotorum regi et Annæ Frederici II. Danorum regis filiæ epithalamio illustri et tanto gratiori quanto de cordata avorum nostrorum innocentia, integriore fide alienigena commentatur. Cecinit et alia *de fortunæ inconstantia, de Musarum Sacello, de afflicto statu Scotiæ, de Elizabetha Regina, de Scotorum procerum reditu, de Theone quodam*, non minus suaviter quam erudite."—(Dissertationes Academicæ de Poetis, pp. 156-7. Franc. 1683, 4to.)

⁴ M'Crie's Life of Andrew Melville, vol. ii. p. 441.

High School of Edinburgh, as well as the general literature of his native country, are indebted in no common degree.

Upon the twenty-third of April 1596, Alexander Hume was unanimously chosen as the successor of Hercules Rollock.¹ Of the time and place of his birth we are not informed; but he has so far gratified posterity by recording his precise, though distant relationship to the noble family of Home in the county of Berwick.² He was educated at the school of Dunbar by Andrew Simson, whom he characterises as a man of piety, and possessed of a remarkable aptitude for teaching. In due time he was enrolled as a student in St Mary's College, St Andrews, and there took the degree of Bachelor of Arts in 1574. After spending sixteen years in England as a tutor, and two of those years in superintending the education of a young nobleman at the University of Oxford, he returned to Edinburgh.³ He had gained a high reputation as a scholar; and, like his own worthy preceptor, particularly excelled in communicating knowledge to others.

¹ No particulars are given of Hume's election in the record of the town-council; but the simple fact merely is stated on the margin of the leaf (vol. x. folio 72); the body of the page, evidently intended to be occupied with the terms of the engagement, unfortunately remains a blank.

² This appears from the subjoined title of an unpublished MS. in 12mo, deposited in the Advocates' Library, (W. 7. 18):—"Rerum Scotticarum Compendium, in usum scholarum. Per Alexandrum Humium, ex antiqua et nobili gente Humiorum in Scotia, a primâ stirpe quinta sobole oriundum." This work is but an epitome of Buchanan's History "in a good Latin style."—(Nicolson's Scottish Historical Library, p. 43. Lond. 1736, fol.) The MS. is dated October 1660, and is consequently a transcript. Christopher Irving, in his "*Hist. Scot. Nomenclatura*," acknowledges his obligations to this manuscript, which he calls "*Clavis in Buchananum*."

³ *Humii Grammatica Nova*, pref. Edin. 1612, 12mo. Dr M'Crie, in his *Life of Melville*, (vol. ii. p. 505), has asked, "Could he be the author of *Humii Theses*, Marpurgi, 1591?" That Alexander Hume was never

It is matter of regret, that satisfactory documents have not been preserved, explanatory of the precise mode which was daily followed in the High School of Edinburgh in the sixteenth century. This defect however may in part be supplied by a reference to the way in which other seminaries in Scotland were then conducted. In the year 1553, Theophilus Stuart,¹ master of the Grammar School of Aberdeen, published an exceedingly interesting and curious description of the manner in which the duties both of master and pupil were required to be discharged. The document referred to, entitled, *Statuta et Leges Ludi Literarii Grammaticorum Aberdonensium*, is inserted in Stuart's edition of "*Rudimenta Artis Grammaticæ*,"² a treatise written by John Vaus, professor of Humanity in King's College, Aberdeen, from 1505 to 1537, and author of the first Latin Grammar published by a Scotsman. That account,—which has not hitherto appeared in an English dress,—so admirably unfolds the system of tuition then

in any way connected with Marburg, clearly appears from the work of Tilemann, Vitæ Prof. Marpurgensis (pp. 147-160. Marb. 1727, 4to), where it is stated, that Ægidius Hunnius, one of the professors of the university, was the writer of the Theses in question. The supposition may be easily accounted for from the Latinized surname of the head-master nearly resembling that of the learned German.

¹ "Maister Theophelus Stuart, maister of the gremer skull of ald Aberdeen, departitt the xx day of Marche, the yeir of God 1576 yeiris." (*Analecta Scotica*, First Series, p. 275, Edin. 1834, 8vo.)

² This edition, printed at Paris 1553, 4to., was reprinted at Edinburgh under the following title:—"Rvdimenta Artis Grammaticæ per Io. Vavs, Scotvm, Selecta, et in Dvo Divisa. Edinbvr̃gi, Excudebat Robertvs Lekprevik, Anno Do. 1566. 4to." Vaus's grammatical treatise was originally published in 1522 at Paris, whither the author, at great personal inconvenience, went to superintend the press. The impression mentioned in the text as having appeared in 1553, was executed at the expense of Theophilus Stuart; Alexander Skene, one of his pupils, then at Paris, having corrected the press. Some particulars of the Grammar School of Aberdeen are given by Kennedy in his *Annals of Aberdeen*, vol. i. pp. 91, 137, and 471, and vol. ii. pp. 121-134. Lond. 1818, 4to.

adopted in this country, that its insertion here cannot be regarded as out of place.

STATUTES AND LAWS OF THE GRAMMAR SCHOOL OF ABERDEEN.

First, let the boy on entering the school, fall on his knees, and address Christ, the greatest and best, the Creator of the human race, in the following short prayer :—

Heavenly Father, I thank thee for thy goodness to me during the past night ; and I pray that thou wilt also be gracious to me during this day, for thine own glory, and the safety of my soul. And do thou, who art the true light that never sets, eternal sun, giving life, support, and gladness to all things, vouchsafe to enlighten my mind, that I may never fall into any sin, but under thy guidance may attain to life eternal. Amen. O Jesus, be thou a Saviour to me, and strengthen me by thy Divine Spirit.

At seven in the morning, let a part commence, and when their task is finished let the head-master enter, and chastise offenders either by word or by stripes. The punishment over, let there be a public prelection on all the lessons, by the master himself, at eight o'clock. At the close of the prelection let the scholars hasten to breakfast.

At ten o'clock, let there be a private prelection by the ushers in all their classes ; but at eleven, or half-past eleven, let permission be granted to the poor scholars to go into town, and a little afterwards to the town's boys, if there be any.

Let there be a second prelection by the master upon Terence, Virgil, or Cicero at half past eleven, to those who ought to attend. Finally, at noon, let the boys be dismissed.

Afternoon Statutes.—Before two o'clock, let all be in the school to hear the prelections.

Let one of the ushers, in rotation, be present to mark any mistakes or slips made in the Latin language, and to note those who are negligent. Let them also be on their guard lest they themselves commit those faults which it is their duty to censure in others.

At four o'clock, at the sound of the bell, let the boys revise to their masters the tasks of the day.

Let them go out by twos, at the call of nature, with a mark or baton.¹ Till the return of those to whom leave has been granted, no others, unless compelled by urgent necessity, shall be allowed to go out. The master of the school, besides teaching the highest class, shall hear one or other class, at his pleasure.

Let disputations be given in the evening from five to six, immediately after which, let the boys proceed to chaunt prayers to God, the best and the greatest.

Let elementary scholars and neophytes be enjoined to observe Pythagorean silence for a whole year.²

Let them commit to memory the table of confession.

Let them acquire a moderate knowledge of arithmetic.

Let all speak in Latin, Greek, Hebrew, French, Gaelic, never in the vernacular tongue, at least with those acquainted with Latin.

Let each carry his own rod.

Let the household have no intercourse with strangers.

Let no Grammarian have any intercourse with a Dialectician.

¹ What was the custom at Aberdeen in the middle of the sixteenth century, is still the practice of some of the schools in England. When a boy obtains short leave during school-hours, he takes in his hand a small baton, commonly called the mark.

² The late Dr M'Crie, the learned biographer of Knox and Melville, mentioned to the present writer, in reference to this very passage, that he understood the scholars were not to take a part in the disputations, or perhaps were not to join in the conversation at table, for one year after they entered school.

Laws.—No one shall be permitted to barter or buy an article belonging to his class-fellow, or to give away what is not strictly his own, without apprising the Master or his usher.

No one shall be allowed to play at any game, staking a book, money, clothes, or a portion of his dinner; but let the senior scholars contend only for such trifling stakes as leather thongs or pins.

We forbid any playing at dice: let the needy delight in gain from gambling.

None shall engage in play except in the usher's presence.

No one shall injure another by word or deed; if the injured party shall bear the offence meekly, on his complaint, let the offender be punished. If they employ strife and recrimination, let both suffer punishment. If instead of words, any gives blows, let him only who inflicts the blows be chastised. If a senior shall provoke his juniors to transgress, let him receive double punishment, because, not only does he himself offend, but he instigates to mischief those who otherwise would have never dreamt of it.

The following subject themselves to chastisement:—The disobedient; those who come to school late in the morning; those who have not prepared their lesson; those who unnecessarily shift from form to form; those running about the school; those chattering during the lessons; those returning late from breakfast or dinner; those staying out too long when on leave; those speaking in the vernacular tongue; those long absent from school; and the authors of mischief.

To these minute regulations are then appended quotations on the duties of scholars from Quintilian (*De Institut. Orat. Lib. ii. ix. 2*); Cicero (*de Officiis, Lib. i. 34, 122*); and Terence (*Andria i. 1, 35*).

In 1597 and the year following, the course of study in the High School underwent a thorough revision. The leading men on the bench, at the bar, and in the church,

cheerfully aided the town-council in this weighty affair. Their joint and judicious opinion will be found at full length in the appendix.¹ They recommended that, in all time coming, there should be four regents or teachers, 'learned and godly men,' to teach the grammar school.

In the *first* or junior class, the Latin elementary textbook of Andrew Simson,—which was better known from the place of his zealous ministerial and scholastic labours, as the *Dunbar Rudiments*,—was employed, with the *Colloquies of Cordery*; and on Sunday, the 'Catechesis Palatinatus.' The *second* class were taught the rules of the first Part of Pelisso, wrote exercises or versions thrice a-week, and read the *Tristia* of Ovid, and Cicero's *Familiar Epistles*. On Sunday they committed to memory the Catechism, 'lately set out in Latin.' In the *third* class, they were instructed in the second Part of Pelisso, the *syntaxis* of Erasmus, Ovid's *Metamorphoses*, Terence. On Sunday, Buchanan's *Psalms*. In the *fourth* or highest class, the third Part of Pelisso, with Buchanan's *Prosodia*, Linacre on the construction of the Latin language, Virgil, Sallust, Cæsar's *Commentaries*, Florus, Ovid's *Epistles*. On Sunday, Buchanan's 'heroic' *Psalms*.

The utmost care was bestowed in all the classes on grammar, and the niceties of the Latin language. It will be observed that no Greek was then taught, nor was a knowledge of that important branch of education effectively imparted in the High School for more than two centuries after this.

The fourth regent was principal. His duties are clearly defined in a document, prepared by the city clergy, and issued on the 18th October 1598, as supplemental to that published in the preceding July. The original draft² is headed, "Orders agreid on by the Councill, to be ob-

¹ APPENDIX, No. I.

² Preserved in the Council Chamber. The old papers belonging to the City were lately arranged and catalogued under distinct heads.

served in the Hie Scule, so long as the Councils to come shall find them to stand with the good of the commonwealthe and furtherance of letters."

The new regulations show the great practical wisdom of those who compiled them. It was enacted, that boys intended for any 'sage' or class in the school must be first presented to the Principal Master, in order that he may enrol their names in his book, and, by trial of their ability, fix the class for which he finds them fit. He was enjoined to prepare a Catalogue of all the scholars, and to acquaint them that they must submit to discipline. He was to convene once a-week the doctors or regents and all the classes, and there try and punish general faults 'according to reason.' He was officially to visit each class once a-week, to ascertain if every thing was performed as set down in the table, and that the pupils were obedient. If he found at any time that a misunderstanding existed among the regents, he was to exert himself to bring about a reconciliation. Should his efforts happen to prove unsuccessful, he was to report the case to the magistrates. If any regent neglected his duty the Principal was to admonish him twice or thrice, and if that had not the desired effect, the name of the incorrigible teacher was to be sent to the Council. If a regent overlooked a 'notable' fault in his class, it was the principal's duty to punish the same. The teachers were to assemble weekly to confer on the best method of correcting disorders which might have arisen, and of preventing those likely to occur. The Master had power to give certain holidays. No regent was permitted to put in advance or keep back any pupil, without the consent of his superior; nor could he, without the concurrence of the principal and the other regents, divide his class. Those boys who had entered a particular class, unless found by the principal unable 'to hald with their marrowes' or equals, were not to be put back, save at the quarterly examinations.

The ascension of the three subordinate classes was directed to take place yearly in February ; and of the highest class in September, when the young men were transferred from it to the University. A few days before the ascension there was a strict examination. Each of the lowest classes was examined by the other three masters ; the highest class by the second professor of the College, namely, by that professor who had received the class the year immediately preceding. Care was taken that there should be present the magistrates, ministers, and ‘ sic of the advocattis as may be haid.’ The boys were examined on the lessons which they had learned. The progress of the highest three classes was tested by questions and themes, the lowest by questions only. The quarterly examinations took place at Candlemas (February 2), Beltan (May 15), Lammas (August 1), and Martinmas (November 11). The preceding rules were to stand at the discretion of the magistrates ; and a ‘ table’ or copy of them was to be hung up in the class-room of the principal-master.

In regard to *school-fees*, the following regulations were now passed :—George Hastie, the first regent, was to have quarterly from each scholar thirteen shillings and fourpence ; Patrick Peacock, the second regent, was to have the same sum ; John Balfour, the third regent, had fifteen shillings ; and Alexander Hume, the fourth or principal, twenty shillings. Besides this, the Principal was to be acknowledged by every boy at the school, “ of ane quarterlie dewtie of xld.” The teachers received *salaries* from the town : the first and second regents had twenty pounds, the third had forty marks, and the head master had two hundred marks yearly. It must be kept in mind, however, that it is not sterling but Scots money which is here mentioned.¹

¹ Twenty shillings, or one pound Scots, was equal to 20d. sterling, and a mark to 13½d. sterling. In other words, one pound sterling was equivalent to 18 marks, or 12 pounds Scots.

It was then no unusual thing, in the chief schools both of England and Scotland, for the teachers and their scholars, characteristically attired, to entertain their friends with dramatic performances. To suit such occasions Hume revised and published the humorous tragic-comedy, in Latin, entitled *Bellum Grammaticale*,¹—in which the several parts of speech are personified, and warmly contest the pre-eminence due to each. This play, founded on Guarina's historical work on the same subject, which was printed at Antwerp in the beginning of the sixteenth century, was performed before Queen Elizabeth. It was also, like the Comedies of Terence, frequently acted in our schools. In the Thespian art Hume appears sedulously to have trained his pupils, and periodically to have exhibited specimens of his own and their skill, before the town-council and the citizens of Edinburgh. Whatever may be the opinion entertained as to the propriety of such scenic amusements in general, a particular example of these juvenile exhibitions now to be noticed, will be regarded as of a much more questionable character.² The patrons and head-master of the Edinburgh school seem to have considered it their bounden duty to adopt every method to impress on the minds of the young their abhorrence of the tenets of the Roman Catholics. Great allowance doubtless must be made for men who had so lately emancipated themselves from the thralldom of Popery. But publicly to caricature the ecclesiastics of another communion was surely unworthy of Protestant magistrates and teachers. In the summer of 1598, the city treasurer was directed to purchase gray cloth sufficient for five dresses resembling those worn by friars, and likewise coarse red cloth to represent

¹ *Humii Gram. Nova*, pref.; Peck's *Desiderata Curiosa*, p. 21.

² Dr Johnson, in his *Life of Milton* says, that the poet's objections to academical education as conducted in his time was, that men designed for the church were permitted to act plays. (Johnson's Works, vol. ix. p. 89. Lond. 1810, 8vo.)

the official costume of his Holiness and the college of cardinals. The corporation agreed to this outlay on the distinct understanding, that at the close of this theatrical display the dresses so used should be given to the poor.¹

Several alterations were made on the regulations which had been issued twelve months before, and of which we have already given the substance. Instead of the Head-Master examining the new entrants and determining the class they were to attend, it was enacted, that in those cases where he received pupils to his own class who had not previously attended the school, that such pupils should be "tryet and fund meit for his classe be the hail four regents." That part of the recent enactment fixing an extra allowance on the principal was cancelled; the first regent was "to tak and haif of his scholleris ane merk in the quarter ilk persoun, the second sextein schillings, and the thrid twenty schillings, and thir three to haif na stipends of the town, be reason of thair honest allowance; and the fourt or principall maister to haif twenty schillings in the quarter of ilk bayrne in his classe, and to haif his ordiner stipend of twa hunder merks in the yeir of the toun according to the tabill; and farder, for this yeir allanerlie, in respect of the fewnes of his bayrnis, thay grant unto him ane hunder merks."²

A little before these changes were directed to be made, Balfour, one of the regents, compeared before the town-council, and having intimated that he was not inclined to

¹ As it may interest and amuse some readers to see, in the original orthography, the short minute of the civic authorities sanctioning the procedure detailed in the text, it is here inserted:—

1598 July 19.—"The sam day ordanis Jhoun Howesoun, thesaurer, to caus bye als mekill gray as will be fyve frieris weids, and sum gref reid clayth to be the weid of ane paip and his cardinells, to serve the play to be playet be the principall and maisteris and his scholleris of the Hie schole, provyding that the clayth be at the end of the play de-lyuerit to the thesaurer to be gevin to the puir at the sicht of the counsell."—(Council Record, x. f. 192. b.)

² Council Record, May 4, 1599.

keep the "order set down by them," he tendered his resignation, which was immediately accepted. The vacancy thus occasioned was soon supplied by the appointment of Robert Steven, who, like several members of his family then resident in and around Edinburgh, had successfully devoted his days to the arduous profession of a teacher.



VIGNETTE—Carved stone which was over the principal entrance to the school from 1578 to 1777. This relic is preserved in the present High School.

CHAPTER II.

1601—1700.

Rash and fruitless attempt to reduce the number of teachers in the High School.—Writings of Alexander Hume.—He leaves Edinburgh to superintend the School at Prestonpans.—Notice of that School.—Hume's Latin Grammar.—He becomes schoolmaster of Dunbar.—His interview with King James at Dunglass.—John Ray, professor of Humanity in the University of Edinburgh, succeeds Hume in the High School.—David Will, William Spang, and Archibald Newton, subordinate teachers.—Death of Ray.—The mastership is conferred on Thomas Crawford, Professor of Humanity.—Entry of King Charles I. into Edinburgh.—Crawford's Account of the School.—He returns to the University to occupy the Mathematical chair.—William Spence from Prestonpans is appointed in his room.—Course of study in the High School.—Hew Wallace chosen Head Master, in the place of Spence.—Grammar School of Haddington.—Death of Wallace.—John Muir elected.—Grammar School of Perth.—Salaries of the High School teachers.—They take the oath of fidelity.—The boys are taught in Lady Yester's Church during the repair of the school-house, damaged by Cromwell's troops.—Library established in the High School.—Donations to the Library.—Candlemas gifts to the teachers.—John Hume, minister of Lesmahago, chosen to fill the Mastership.—A gallery in Lady Yester's Church, and subsequently one in Trinity College Church, set apart for the use of the High School boys and their teachers.—David Ferguson, a nominee of General Monk, succeeds John Hume.—Death of Ferguson, and election of Andrew Rutherford.—Grammar School of Jedburgh.—Alexander Heriot becomes Head-Master.—Ascension of the classes.—Heriot and one of his doctors removed from office, for nonconformity to Episcopacy.—Archibald Guillone or Guillane, chosen Head-Master; and Robert Blaw, doctor, in their stead.—Act discharging Private Schools.—William Skene succeeds Guillane.—Salary of the teachers augmented.—The Magistrates change the Latin Rudiments, and the hours of teaching.—The Canongate Grammar School destroyed by fire, and its Master permitted to take a house in town for the accommodation of his scholars.—Prizes given by the Council at the annual examination of the High School.

ONE of the earliest acts of the patrons at the opening of the seventeenth century would, had it been carried into

effect, have proved unspeakably detrimental to the High School. In the autumn of 1601, the town-council, "after lang deliberatioun," determined that the original plan of the school, of having a principal master assisted merely by an usher, should now be reverted to, and that both should carry on the work of tuition together in the same apartment. By this arrangement, which was hastily and inconsiderately agreed to, they thus completely set aside a late resolution of their own, "to have four maisters and four scholes." The reason which they assign for this sudden change is plausible,—“in respect,” say they, “that the said maisters keippet nocht the ordour given thame, quhairby many inconvenients hes followet.” After coming to this conclusion, they named two of their body to report the same to the “four Sessiouns of the Kirk, that farder order may be tane with the said schole.”¹ The interview with the ecclesiastical functionaries was attended with the best results. They seem to have acted as mediators betwixt the parties. The council soon agreed to take a longer trial of their first scheme; and accordingly the record bears, that it is found “expedient to tak ane assay for ane yeir.”²

Hume was the author of several works in the English language on practical and polemical divinity. Two years before being placed over the High School, he published an able “Treatise on Conscience;” and in 1602 a small volume on “Transubstantiation,” in which he exposes that tenet of the Roman Catholic faith. Theology was the grand subject of discussion in the days of Hume; and in all its controverted heads he was a complete master. His writings show him to have been a man of piety, and that his sentiments were decidedly scriptural. He was quite an adept in the chief points of difference betwixt the Protest-

¹ Council Record, Sept. 2, 1601.

² Ibid. Oct. 9, 1601.

ants and the Papists; and the views of the former he defended with ability and temper.¹

Hume, though at the head of the metropolitan seminary, and receiving every encouragement in that honourable post, was prevailed upon in the year 1606 to become principal master of the school which had been recently founded at Prestonpans, by John Davidson, the pious, eminent, and generous minister of that parish. "The exertions which Davidson made to provide for the religious and literary instruction of his parish entitle him to the most grateful remembrance. At his own expense he built a church and a manse, a school-house and a dwelling-house for the master. The school was erected for teaching the three learned languages, Latin, Greek, and Hebrew; and the founder destined all his heritable and moveable property, including his books, to the support and ornament of this trilingual academy."² The following is the official account of Hume's presentation and admission to Prestonpans:—

"At Hadintoun, the 25 of Julij 1606.—The quhilk day Mr John Ker minister of the Panis (Prestonpans) producit the presentatione of Mr Alexander Hooime to be schoolmaister of the schoole of the Panis foundit be Mr Jo. Davedsone for instructioun of the youth in Hebrew, Greek and Latine, subscriyvet be thais to quhome Mr John Davedsone gave power to nominat the man; quhilk presentatione the presbyterie allowit, and ordenit the moderatour and clerk to subscribe the samin in thair names, quhilk thay did; as also ordeanit that the said kirk of the Panis suld be visited vpon the eight day of Julij next to come for admisionne of the said Mr Alexander to the said office.

¹ See APPENDIX, No. VI., for a *Chronological Catalogue of the Teachers of the High School and of their Writings.*

² M'Crie's *Life of Andrew Melville*, vol. ii. p. 414.

At Saltprestoun, the 8 of Julij 1606.—The haill parishoners being poisit how thay lyckit the said Mr Alexander Hoome, with uniforme consent being particularly inquirit, schew thair guid lycking of him and thair willingnes to accept and receiv him to the said office; quhairupone the said Mr Alexander was admittit to the said office, and in token of the approbatione both of visitors, and of the parishoners present, both the ane and uther tuk the said Mr Alexander be the hand, and the haill magistratis, gentlemen, and remanent parishoners present faithfullie promisit to concurre for the furtherance of the work that yit restis to be done to the said schoole, as also to keip the said Mr Alexander and his scholleris skaithles. Finallie, for farther authorizing of the said it wes thought meitt that the haill visitors and parishoners suld enter the said Mr Alexander into the said schoole, and there heir him teatche; quhilk also wes done.”¹

The Grammar School of Prestonpans rapidly rose to distinction, and could long boast of the learning and professional eminence of its teachers. It was when master of that school that Hume prepared his Latin Grammar. It was published in 1612 under the title of *Grammatica Nova*. In this work, which he dedicated to Alexander Seton, Earl of Dunfermline, Chancellor of Scotland, Hume assigns his reasons for substituting something better in the room of Despauter² and Ramus,³ whose grammatical works were

¹ Record of the Presb. of Haddington, *ap. an.*, and M'Crie's Life of Andrew Melville, vol. ii. pp. 509, 510.

² *John Despauter*, or *Van Pauteren*, a celebrated grammarian, styled the Priscian of the Netherlands, was born at Ninove, a town of Flanders, towards the latter part of the 15th century. He died in the year 1520. His grammar was long the only one used on the continent, and it has been republished in a hundred abridged forms for the use of scholars of every country.

³ *Peter Ramus* or *La Rammée*, a noted French mathematician and philosopher, was born in 1515, and lost his life in the massacre of St Bartholomew's day, 1572.

chiefly used by the Scottish schoolmasters. In a preface he narrates the difficulties with which he had struggled in attempting to exclude Despauter. These obstructions he finally overcame so far, by the help of Chancellor Seton and the authority of two acts of parliament, as to succeed in substituting his own as the legal grammar. This preface is followed by a *Paraenesis ad parentes, tutores et praeceptores juventutis Scotiae*, of which the principal object is to lay down a few rules for the direction of the teacher in conducting the business of a classical seminary. He deplores in strong terms the voluptuousness, effeminacy, and general corruption of the age, and dwells with singular sensitiveness on the little respect paid to the instructors of youth. To whatever profession a man is to be trained, Hume maintains that his preparatory studies, under strict discipline, should continue until he is twenty-five. Young people ought not, he conceives, to be left to self-government till they can safely steer their course between Scylla and Charybdis. "As soon as a child can speak he ought to love the school. But, in order to this, if parents and guardians kept him in tighter rein, teachers would be warranted in leading them by the appliances of crumbs and apples, and could correct whatever is amiss by care, rather than by the rod." At the *Schola Anglica*,¹ or the initiatory school, he wishes boys to remain for reading and writing till their ninth year, and at ten begin the study of Latin. He next proceeds to mention what books should be used, and the order in which they should be read.

Like most works of a similar kind then in use, the

¹ The English school spoken of by Hume seems a term strangely misapplied, and intimating a rapid decline in that proud nationality which we would naturally expect at that period to have reigned predominant in the hearts and language of our ancestors. Take the subjoined as specimens of the *English* of the period which occur in this author:—*piger, sweer; ploro, I greet; sales, bourdes.*

Grammatica Nova consists entirely of definitions of grammatical terms, expressed with all the minute and somewhat affected precision for which the logicians and metaphysicians were so famous, and occasionally in language not very intelligible to the modern unpractised in such subtleties. The exact researches of later writers upon grammar, and their careful accumulation of quotations, whether they support or are apparently adverse to general principles, seem in those days to have been little regarded; and, accordingly, no reference is made by Hume to those passages in the classics by which the accuracy of his doctrines and opinions may be judged of and determined. If, however, a boy fully mastered all the definitions given, and could readily apply them, his mind must have acquired by such exercise a considerable portion of that acuteness and penetration which it is certainly one great object of classical instruction to communicate.¹

In 1615 Hume relinquished his situation at Prestonpans, and accepted of the Mastership of the Grammar School of Dunbar. That seminary, like the one which he left, was deservedly in high repute. It will be remembered that it was at the school of Dunbar, under the learned Andrew Simson, who was minister of the parish and rector of the school, that Hume received his own elementary knowledge of Latin.²

When schoolmaster of Dunbar, Hume had the honour of being the first, who, in a set speech, welcomed King James to his Scottish dominions after an absence of fourteen years. His Majesty, as he came northward from Ber-

¹ One example of Hume's manner may suffice:—

1. *Vox composita* quæ ex pluribus perfectis confiatur. Earumque alia subsistit, alia accrescit.

2. Quæ subsistit accrescenti substernitur, ut *In perficio, facio*.

3. Quæ accrescit subsistenti præponitur, ut *In perficio, per*.

² For an account of the school of Dunbar, containing curious old regulations affecting the school discipline enacted by the magistrates, see Miller's History of that town, published in 1830.

wick, stopped, on the 13th May 1617, at Dunglass Castle, then a stronghold of the Earl of Home in East Lothian, and there he and his retinue had a most loyal reception. Hume, as the orator of the day, in an elegant Latin address, after taking a rapid and eulogistic review of the acts of some of the King's ancestors, enlarges on the personal qualifications of James ; he contrasts the security which they living on the Borders enjoyed, when compared with the lawless state of things previously to the Union of the Crowns ; and then closes in the name of the head of the clan Hume and his assembled friends and retainers, emphatically assuring the monarch of their devoted allegiance, and of the inexpressible delight which they experienced in once more beholding the face of their beloved sovereign. The speech being ended, several poetical pieces, written for the occasion, were then read, all of which were most graciously received by the King.¹

Hume continued to exercise his scholastic functions for at least ten years after this interview with royalty ; but of the subsequent history, and the date of this estimable

¹ Muses' Welcome to King James, pp. 1-5. Edinb. 1618, fol. At p. 16 of this curious volume, which was digested by Principal Adamson, "agreeably to the order of his Majesties progresse," the following "poesie" has likewise been preserved :—

AD MUSAS DUNGLASIDES APOSTROPHE *παρρησιαστικη*.

Nunc hilares, si quando pios cecinistis amores,
 Pangite Dunglasides nablia, plectra, lyras
 Vester amor sacros dignatur reddere vultus
 Quos abiens olim tristibus eripuit.
 Non Phœbe pura facie formosior illo
 Cum liquida fratris lampade nocte micat.
 Non Phœbus liquido fulgens cum splendet Olympo
 Diffundens radiis lumina læta suis.
 Ergo alacres latè pia carmina fundite. Lustrat
 Lumine vestra suo limina vester amor.
 Vos abiens tristes liquit : lætasque revisit.
 Pangite Dunglasides nablia, plectra, lyras.

ALEXANDER HUMICS.

and learned man's death, we have not been able to obtain any satisfactory information.¹

It is now time to resume the history of the High School of Edinburgh, immediately subsequent to Hume's removal to Prestonpans. If it seem strange that the mastership of a provincial seminary should offer sufficient temptations to the rector of the grammar school of the metropolis to accept of it, much more will the filling up of Hume's place. John Ray, who had been upwards of eight years regent or professor of Humanity in the University of Edinburgh, regarded it promotion to leave the college, and take charge of the High School. His election took place in September 1606. Ray was a native of Forfarshire, and was esteemed by his contemporaries for his worth, and as a man of great experience as a teacher, and especially as "well seen in Humanity."² His duties in the school were discharged with much fidelity and efficiency. By referring to another portion of the volume it will be seen, that during Ray's rectorship great attention was paid, not merely to the comfort of the head master and his assistants, but also to a judicious revision of the course of study, and of the text-books. A Fifth class was established in the High School in 1614,

¹ So late as 1623, Hume was actively engaged adopting measures to secure the introduction of his Grammar into every school of North Britain in which the Latin language was taught. Six of the principal teachers then in Scotland, namely, *John Ray*, Edinburgh; *Henry Danshene*, St Andrews; *James Gleg*, Dundee; *David Wedderburne*, Aberdeen; *John Durward*, Perth; and *William Wallace*, Glasgow—were summoned to compare before the Privy Council on the 10th September of the last-mentioned year, "with twa or thrie of thair scollaris, for conferring and perusing of ane grammer quhilk is cravit be Mr Alex. Hume, to be ressauit and teitcheit throwout all the schooles of this kingdome." (Compot. Thesaur. vol. lxix. fol. 38. August 1623.) On the 27th Nov. 1627, Hume, then schoolmaster of Dunbar, was witness to a deed. (General Regist. of Deeds, vol. cccxcix.)

² Crawford's Hist. Univ. of Edinb., p. 41; and Dr Thomas Murray's Life of Samuel Rutherford, p. 16.

and the scholars during their attendance on it were taught the *rudiments* of the Greek language.¹ In the year 1616, "the Session of the Kirk in Edinburgh," with the view of furthering the cause of education, invested in the city funds the sum of two thousand merks, of which the one half was "in reddie gold." This money was given and accepted on the express understanding, that the interest thereof in all time coming should be divided among the four doctors of the grammar school.² Of some of the doctors or subordinate teachers a few particulars may be mentioned. David Will, who became connected with the seminary in 1619, was a person of superior attainments. He stood a comparative trial, along with the famous Samuel Rutherford, for the chair of Humanity in the University of Edinburgh. "Although Mr Will pleased the judges most, for his experience and actual knowledge, yet the whole regents, out of their particular knowledge of Mr Samuel Rutherford, demonstrated to them his eminent abilities of mind, and virtuous disposition, wherewith the judges being satisfied, declared him successor in the profession of Humanity."³

In 1625 Ray obtained an able coadjutor in the person of William Spang. At the period of his election he had just completed the literary course at the University of Glasgow; and on coming to Edinburgh he prosecuted his studies with a view to the church. When he had been five years in the High School, the Convention of the Royal Boroughs of Scotland, as patrons, presented Spang, in January 1630, minister to the Scottish factors and settlers at the ancient staple port of Campvere. He proceeded at once to Holland; and by his countrymen as well as by the Dutch he was held in very great estimation. After he had laboured at Campvere for twenty-three years, he

¹ Council Record, Jan. 25, 1611; April 22 and Nov. 9, 1614, APP. No. I.

² Ibid., Feb. 7, and June 14, 1616, APP. No. I.

³ Crawford's Univ. of Edinb., p. 97.

accepted an invitation from the English church at the neighbouring town of Middleburg; and in the latter place he continued to discharge his clerical functions, with undiminished acceptance till the time of his demise, which took place in June 1664. That Spang was a man of no ordinary talents and acquirements is evident from his literary productions, both in the Latin and English languages. His epistolary correspondence, on civil and ecclesiastical affairs, with his cousin Robert Baillie, Principal of the University of Glasgow, was extensive, and much valued by his learned relative, and by the leading men of that day, both at home and abroad.¹

After a faithful and duly appreciated service of twenty-three years and upwards, John Ray was removed by death in February 1630.²

The office of head-master of the High School was again conferred on a Professor of Humanity. Thomas Crawford, the individual referred to, had succeeded Samuel Rutherford in that chair, after a peculiarly strict comparative trial. As he has himself recorded³ the exact way in which the examination was conducted on that occasion, it may interest some to peruse his account of it:—

“It was resolved, with the consent of the judges, that the tryal should be in most part of Latin and Greek authors, *ad aperturam libri*; whereby, diverse lying aside, at the day appointed by the program, Munday 27th March

¹ For additional notices of Spang, see *List of Classical Masters*, APP. No. VI.

² Ray was the intimate friend of the famous Zachary Boyd, a liberal benefactor to the University of Glasgow. Prefixed to the treatise of that excellent man, entitled ‘The last Battell of the Soule in Deathe’ (Edinb. 1629, sm. 8vo), is a Latin poem of seven stanzas of no mean merit from the pen of Ray, ‘In Divina integerrimi viri D. Zachariae Bodii, Ecclesiastæ, non é multis meditamenta, cum é desperatâ valetudine ad pristinam salutem revaluerat.’ In the Muses’ Welcome, published by Principal Adamson in 1617, some Latin verses by Ray occur.

³ Crawford’s Hist. Univ. of Edinb. pp. 104-5.

1626, appeared only Mr John Armour¹ and Mr Thomas Crawford, at two o'clock in the afternoon, in the High Hall of the Colledge, before the six judges, the Primar and Regents, with a frequent number of learned men.

"The lot to speak first fell to Mr Thomas Crawford,² the other in the meantime being removed. The authors cast up were, 1. Plautus. 2. Some parts of Ovid. 3. Some parts of Horace. 4. Lucan. 5. Juvenal. 6. Virgil. 7. Hesiod. 8. Orphei Thymiata. Both being heard (so long as the judges thought fit), election was made of Mr Thomas, who was appointed to-morrow at 2 o'clock to make an inaugural lesson upon the 14th ode of the 2d Book of Horace, *Ad Postumum*; it being 8 o'clock before it was prescribed. His admission was on Wednesday following, 29th day of March."

It is thus apparent that Crawford, who was elected to the High School at the close of the month in which Ray died, was in point of scholarship quite unexceptionable; and his qualifications as a teacher were equally undoubted. On the 3d March 1630 he appeared before the patrons, and accepted the office of Head Master of the school, and agreed to obey these injunctions:—

"First. That he sall not remove from the said plaice without speciall licence and consent of the Counsall had and obtenit thairto. Item. He sall be answerabill for the discharge of his owne and his doctors deuty in the said scoole in teaching of the bairnis and exerceising of discipline.

¹ John Armour succeeded Crawford as Professor of Humanity in 1630; and in December 1633 he obtained the Chair of Philosophy in the University of St Andrews.

² He took the degree of M.A., he says, at St Andrew's in 1621, (*Hist. Univ. of Edinb.*, p. 100.) On the 1st September 1631 there was "Givin in be Mr Thomas Crawford, Maister of the Gramoure Schole, the soume of Tuentie merkis money, and that for Licence and Dispensatioun to pas furth of the toune to accomplische his marriadge."—(*Register of the North East or Trinity College Parish, Edinburgh, ap. an.*)

Item. That he sall follow the ordour of the scoole as the samyn is sett down be the Counsall, or as the same sal be sett down, eiked or reformat be thame. Item. That he sall input no Doctors bot such as sall be presented be the Counsall, notwithstanding whereof he sall haive power upone misdemanor to depryve any of the saids: he sall alwayes thairefter notifie the same to the Counsall, and the just reasones wherby the same is done. Item. When annie of the saids doctors plaices sall vaik, he sall immediatlie thereafter signifie the same to the Counsall. Item. He sall teache the haill lessounes of the scoole himself in the morning, and lykwayis in the efternoone examine thame himself. Item. He sall diligentlie attend upone the scolleris from six in the morning till nyne, and from ten to twelf, and from half ane hour to twa in the efternoone till six in the evening. Item. The Counsall appoints for the said Maister his fiall and stipend the soume of Twa hundreth merkis, to be payed be the thesaurer quarterlie. And farder, for his better maintenance and sustentatioun of the doctors, they ordaine him to ressaive in name of quarter payment of ilk tounes bairne the soume of twentie shillingis in the quarter wherof, twelf shillingis to be payed to the said Maister, and aught shillingis to the Doctor. Item. The said Maister Thomas sall advance the said scoole and colledge to the uttermost of his power.”¹

When Spang left for Walcheren, he was succeeded, in February 1630, as a doctor in the High School by Archibald Newton, who had a few years previously graduated at the University of Edinburgh. Newton appeared three years afterwards as a candidate for the vacant Humanity Chair in the same University. He was “known to be of far more eminent ability” than his fellow competitors; yet another was preferred, Newton “being odious to the

¹ Council Record, vol. xiv. ff. 157-8.

Episcopal faction.”¹ In 1634 he quitted this seminary, went abroad, and suffered much, nay, was even imprisoned in consequence of his firm adhesion to the Reformed faith. On his return to Scotland, his learning and eloquence soon procured for him professional advancement. He was successively minister of the parishes of Duddingstone and Liberton; and in both places he was, as he had been in the High School, beloved and respected.²

Crawford took a very active part in the arrangement of the pageant, and in the preparation of the speeches delivered on the occasion of the entrance of Charles I. into Edinburgh. The following curious account³ of the King’s approach and reception, as given by the worthy Head-Master, will probably not a little amuse, even by its very quaintness, the High School boys of the present day. They too, from their relation to the seminary, and knowledge of the locality, will most readily picture in their minds the sort of impression which the gorgeous spectacle must have then made, and how it must have elicited the enthusiastic admiration of Crawford’s pupils, who, a happy band, were grouped together in the most eligible spot to see and be seen on the joyous occasion.

“His Majestie comeing from Dalkeith by Lastalrig (Restalrig) and the Long Gate, about half six at night came to the West Port. Upon the south side of the Port, upon a prettie pageant, the draught of the citie of Edinburgh, and suburbs belonging thereto, being exceedingly well pourtrayed, was objected to his Majestie’s eye; and a vaile being removed, the Nymphe Edina, accompanied with two other nymphes, after a short speech of congratulation to his Highness, delivered the keys of the Citie, to be disposed of at his pleasure. After this his Majestie

¹ Crawford’s Univ. of Edinb. p. 125.

² See *List of Classical Masters*, APP. No. VI.

³ Crawford’s Hist. of the Univ. of Edinburgh.—(MS. copy in ADV. LIB.)

entering the port at the Grassmarket, the Magistrates of the Citie, being richlie habited, did give his Majestie the welcome off ane little stage made for the purpose. In the strait of the West Bow was erected a stately pageant arched beneath for passage, haveing the countrie of Caledonia or Scotland, according to the old typographie, with excellent artifice, represented : Off the pageant the Lady Caledonia, in ancient, but rich habit, delivered ane congratulatory speech to his Majestie, full of pathological expressions. Upon the west wall of the tolbooth,¹ where now the goldsmiths' shops do stand, there stood ane vast pageant, arched above, haveing on a large map the pourtraites of 109 Kings of Scotland. In the cavity of the arch, Mercurie was represented bringing up Fergus the First, king of Scotland, in ane convenient habite ; who delivered to his Majestie a very grave speech, containing many precious advices to his Royal successour. At the Tron, from the middle of the way southward, the Mount Parnassus was reared up in a vast frame of timber, the superfice representing all the varieties of rocks and vegetables which are to be seen on mountains ; upon the middle betwixt the two tops was erected ane pyramide of great height, with ane globe of glass on the top thereof ; out of the cavity hereof did spring out a source of clear water, representing Hippocrene. In the belly of this mountain sat a considerable number of quiristers of choice singing voices, ane organist also, with some other musicians, who, at the King's approaching, in a sweet harmonie emodulated ane pleasant air, composed for the purpose, called Caledonia. On the foreside of the mountain, looking to the north, sat Apollo and the nine Muses, habited convenientlie. The song being ended, Apollo uttered a panegyrick to the King's Majestie, and at the closeing thereof delivered to him ane

¹ This ancient building, which stood in the centre of the High Street, near St Giles' Cathedral, was removed in the year 1817.

book of panegyricks, and other poems, composed by the Universitie. Thence he removed to the streight of the Netherbow, where there was erected a stately arch, representing so much of the heavenly constellations and planetarie influences as could conveniently be applied to the purpose; and from off this pageant the seven planets, one after another, delivered acclamatorie and congratatorie speeches, with pithy sentences, agreeing as well to the purpose as to the persons.

“All these pageants, with the speeches, were devised and composed by Mr John Adamson, Primar, Mr William Drummond of Hauthornden, and the Maister of the High School, joyned to ane Committee of the gravest and most understanding citizens and clerks: and if you shall consider all the entries of the mightiest princes in Christendom for sixscore years before that time, and what was done for their honor, you shall find this nothing inferiour to the most stately and magnificent among them.”

In the course of our investigations we have been most favourably impressed with the disinterested and paternal spirit almost invariably manifested for the welfare of this seminary by its successive patrons. They appear, indeed, to have done all in their power, by the selection of well-qualified teachers, to render the school worthy of public support. The number of Crawford's pupils fluctuated greatly. After all his strenuous and continuous efforts, he found that the *popularis aura* was constantly veering, and capricious in the extreme. “I was warranted at my first agreement,” says he, “by them them that talked with me frae the Councill, to expect 400 bairns at the least. I have not had sence I begann above 180.¹ I was persuaded by

¹ There is no authentic record of attendance at this early period. The article No. VII. of our APPENDIX presents an *Abstract of the Yearly Enrolment of Scholars*, so far as it can be derived from the existing School Registers.

sum of the councill, and put in hope that, with my laboures, it wald mend; wherefor I contented myself and continued at my laboures. But now I fynde by experience that I threshe in the water. Many parentes are led by their bairns to change as aft as they will tak offence at their Maister: fewe can judge when the bairns are well taught; fewer hath an eye to the schole, to ken whether we be faithful or negligent in our calling. There is no hope that this will mend, except that your wisdomes tak sum special care of it. I speak not this only for myself, but also for the gude of the hale youth; for if it be rightlie considered, there is nae greater hinderance to the progress of knowledge than the changeing of scholes." Crawford suggests to the magistrates the expediency of their passing an act, declaring, that those burgesses or 'indwellers' who place their sons at any other seminary within the royalty, or even within a mile of the city, save to their 'awne commoun schole,' shall, for so doing, incur a smart penalty. In addition to this, he entreats his patrons to enact, 'that it sall not be lawfull to parentes to remove their children from the schole, but upon lawful causes proved, and allowed by the councill.' Referring to the annual examination of his pupils, he says, "If it please your wisdomes it will be gude to cause sum silver pennies or siklyke smale rewards and tokens, to be given to the victorers for *animi praeio ad laborem incenduntur*; and the councill, with the sessioun of the kirk, to meete on the laste day in the schole, and to delyver their tokens with sum solemnitie, quhilk will baith encourage the youth, and countenance your schole.

"I have consydered also, sence I wrote thir thinges, that now, in the winter morninges, I have too litle tyme to teatch the lessounes. Quhairfore, I wald pray your wisdomes, either to geve commandment that our metinge may continue at sex houres, or els that all the youth break

their fastes before sevin, and continue in the schole till twelve."¹

The Corporation paid due attention to Crawford's suggestions. Considering, at the same time, that hitherto there had not been "set down anie solid course for the tryell of the maister and doctors in teatching and attending of the scolleris concreditt to thair care," the patrons enacted, "That heirefter yeirlie thair sall be twa visitatiounes of the Grammer Scule. The first to be upone the last Mononday of October, and the second upone the first Mononday of May thairefter; and in the weik immediatlíe preceeding eache of the saids visitatiounes, that thair be tryell taiken of all the classes be such examinatours as sal be appointet be the counsall to that effect, viz. one or two of the ministers, the principal of the colledge, and such uthers as sall be appointet, who sall keip two dyettes for thair tryell and examinatiouns. In the first they sall visit all the inferior classes, and everie doctor sall haive readye, in writt, a minut declairing what authors his classe hes haid since the last visitatioun, and how much of the gramer; and sum of eache classe to be examined upone the said authores or reuilles, as the saids examinatours sall think meitt; and such of the inferior classes as ar capabill to turne a theame, that thair be prescrybit ane theame to them which everie ane of theme sall delyver to the saids examinatours. Item, At the second dyet of the examinatioun thair sall be tryell takin onlie of the hie class, whair the maister sall produce ane nott of the authors taught to theme since the last visitatioun; whairupone the saids examinatours sall examyne such of the said class as they sall think meitt; and thairefter, the remanent classes being dismissed, the principall sall prescrybe ane theame which everie one of thame sall mak apairt by himself, without

¹ From the original Memorial, preserved in the Council Chambers.

the help of any uther, and thairefter wryte it over *in mundo*, and delyver it to the examiners. Upone the saids dayes of visitatioun the provist, baillies, and counsall, efter they have hard the hearing and the scolleris dismissed, the examiners sall mak report what they have fund in thaire tryellis, and how the youth haive profited in learning, and thairefter sall rémove first the maister and trye if any thing can be fund against him. Then the doctors sall be removed, and tryell sall be taken what the maister or any uther hes to say against them or any one of them. And accordinglie, as the counsall sall find maters to goe in the said scoole, to help and remeid the same. And this forme to be observit yeirlie in all tyme coming. And the maister ordanit that the counsall day preceeding the said weik wherin the said tryell is ordaynit to be taiken, that the maister cum to the counsall and putt them in remembrance of the said dyett. Which ordinance was intimate to Maister Thomas Crawford, present maister of the said Hie Scoole, in presence of the counsall.”¹

In December 1640 the services of Crawford were again transferred to the university, “where he held the office of regent in philosophy, and also professor of mathematics, with great reputation,” till the period of his death in the spring of 1662. Mr William Spence, schoolmaster of Prestonpans, was unanimously chosen to succeed Crawford. The *Ordo Scholae Grammaticae Edinensis*, prepared in the year 1644, during Spence’s incumbency, has been preserved.² It contains some particulars, hitherto unnoticed, with regard to the mode of instruction; we shall state the substance of that paper.

First or Elementary Class.—During the first six months the boys were to be taught the principles of grammar *in*

¹ Council Record, vol. xiv. ff. 200, 201.

² Chalmers’s *Life of Ruddiman*, pp. 88-90; Bower’s *University of Edinburgh*, vol. i. pp. 398-402.

vernaculo sermone; and the Latin names of every thing on earth and in heaven. The remainder of the year, with the exception of a month's vacation in autumn, they were to proceed with their grammar, and, incidentally, to be taught particular sentences relating to life and manners.

Second Class.—The first half of the session the boys were to be regularly exercised on Despauter's grammar, and were required to translate the same into English: moreover, they were to read Cordery. During the latter part of the year they were to be taught daily the syntax of Erasmus. The business of the class was, as much as possible, to be conducted in the Latin language.

Third Class.—Through the whole of this session the pupils were to repeat daily a portion of etymology and syntax; to read, *clara voce*, Cicero de Senectute and de Amicitia, Terence, Ovid, and Buchanan's Psalms.

Fourth Class.—For the first month, in this session, the boys were to revise what they had previously acquired; and be taught Despauter's Select Rules, Buchanan's Epigrams and other poetry, paying strict attention to prosody. During the remaining months they were to be exercised in the composition of Latin verses, and constantly in applying the grammatical rules; in reading Virgil, Ovid, Cicero, Horace, Terence, Buchanan's Psalms. The beauties of these writers were to be pointed out and explained to the scholars.

Fifth Class.—This year the boys were carefully to study the whole of the Rhetoric of Cassander, Cicero's Orations, the speeches in Sallust, Virgil, and Lucan. Care was to be taken that they read distinctly and audibly; and that they were steadily exercised in declaiming.

The junior scholars were to be regularly taught the Catechism in the vernacular tongue, and the senior boys through the medium of the Latin language.

The town-council resolved to hold an extraordinary

meeting in the High School on the 10th of March 1646 ; and directed that intimation thereof should be made not only to the master and under-masters, but likewise to the " Presbyterie of Edinburgh, with the Presbyterie of Dalkeith."¹ Whether this examination ever took place is uncertain ; and the records are silent as to the cause which led to the adoption of such an unusual mode of calling in the aid of the Presbytery of Dalkeith to assist in testing the qualifications and acquirements of the teachers and pupils in the metropolitan seminary. A vacancy having occurred in the post of head-master by the sudden death of William Spence, the patrons in July 1650 appointed Hew Wallace, rector of the Grammar School of Haddington to be his successor. That county town can boast of a succession of able teachers from a very early date. Of the distinguished men who were educated at the Grammar School of Haddington, it is enough to mention that John Knox, the Reformer, was one. At one period, James Carmichael,² a person of rare piety, genius, and profound scholarship, held the united offices of minister of the parish and rector of its classical school. The latter appointment, to which he was chosen in 1572, did not yield him more than forty pounds Scots a-year of salary, and a shilling quarterly from " ilk toun's bairn." After he had held the combined situations for twelve months, the local authorities resolved that such a union should never again be tolerated. In 1576 they " requirit Mr James Carmichael, in consideratioun of his greit burdin in the ministrie, that he wald condissend that thai myt plant sic ane Maister in thair schole as noways was chargit with ony ministrie, exortin, reding, nor ony

¹ Council Record, vol. xvi. f. 74.

² James Carmichael, minister of Haddington from 1574 till 1628, was the author of a Latin Grammar, published at Cambridge in 1587, 4to. Rudiman esteemed it more original than any of the others written by Scotsmen.

uther service, that he might attend halelie upoun that onelie chairge at all tymes. Mr James allegit mony re-sonis in defens of his titil and diligens. The counsall confessit that the bairns war abstractit fra his schole, not sa meikle fra the negligens or defalt of the said Mr James in his own persoun, as throw the not plantin at all tymes a doctour, quha suld have awatit on the schole als weill in the said Mr James' presens as absens."¹ Carmichael shortly after this devoted his attention solely to his ministerial avocations, in the discharge of which he was most zealous. The magistrates were careful in supplying his place, and in placing at their new teacher's disposal the services of an efficient doctor or usher.²

Wallace, who was brought from Haddington to Edinburgh, was not long spared to labour in the High School. His health very soon gave way. The patrons, who duly appreciated his services as a teacher, generously came forward and assisted him in defraying the expense of a long journey which he undertook in quest of medical aid. In the minutes of the corporation, of date March 28th, 1656, is the following entry :—"As Mr Hew Wallace, Master of the grammar school of this burgh, is to go off the country to France for his health, and cure of the stone, wherewith he is grievously tormented, and has supplicated the Council for

¹ MS. Excerpts from the Records of the Town-Council of Haddington, in the possession of David Laing, Esq., Edinburgh.

² See an excellent account of Haddington in the new Statistical Account of Scotland, as also Miller's *Lamp of Lothian*, pp. 443-458. The manner in which the Haddington authorities determined that the usher of their grammar school should be boarded is curious. On the 28th July 1580, the town-council "decernit all inhabitaris of this burt havand bairns lerand at the schoill to giff to the doctour of the schoill his dayis meit as it falls by ordour for thair bairn; and giff thai refuse to giff him his meit ordourlie as efferis, the refusaris to pay to him viiij in contention of his said dayis meit refusit, and the nixt day to pass fordward be ordour."—Mr Laing's MS. Excerpts.

his support in the journey, which will require a considerable sum ; and seeing the Council are willing to extend some sign of liberality upon him as their servant, whom they respect, they appoint the Dean of Guild to acquaint the ministers who plead and intercede for him, that the Council is willing to bestow a thousand merks Scots for his charges, upon a discharge to be granted by the Kirk Treasurer to the Council of so much of the annual rent due by the good town to the sessions." This was instantly agreed to, and Wallace left Britain for a short while ; but he derived little benefit from his consultation of foreign physicians, having died in the autumn of the last-mentioned year. Impressed with the importance of the trust committed to their charge, as patrons of the seminary, the magistrates resolved that every precaution should be taken to secure a fit successor to Wallace. "Considering," say they, "how necessary it is that the grammar school be furnished with a schoolmaster of the best qualifications for literature, prudence, gravity, and all other qualifications requisite for the place ; and being desirous and resolved to make choice of a person so qualified wherever he can be found, they think fit and ordain that the Lord Provost and magistrates may consider of the most qualified persons within the nation for that office, and to make report of them and their qualifications." After a most anxious inquiry, John Muir, Master of the Grammar School of St Johnston or Perth, became the unanimous choice of the patrons.

Perth has certainly not been behind any of the provincial towns in sending forth from its grammar school well instructed scholars. Andrew Simson,¹ who was at the

¹ *Simson*, who afterwards held the combined offices of minister and schoolmaster of Dunbar, published in 1587 an elementary work, which, from the scene of its author's labours, got the name of the *Dunbar Rudiments*. It was entitled "*Rudimenta Grammatices in gratiam Ju-*

head of the institution for ten years in the middle of the sixteenth century, was so exceedingly popular a teacher, that he had occasionally upwards of three hundred boys under his charge, including the sons of the principal nobility and gentry of Scotland. From his school there proceeded many who became honourably conspicuous and useful both in Church and State. The famous John Row¹ was also one of the predecessors of Muir. In later times Perth has been noted as a place of education; and of those who received the elements of learning at its school may be mentioned the celebrated Earl of Mansfield.²

The magistrates of Edinburgh had every reason to be satisfied with the new teacher whom they had obtained from Perth; and Muir's professional abilities, as well as his enlightened activity in diffusing knowledge, soon gained for him the approbation of the citizens. Muir and his colleagues received an addition to their salaries; and the patrons evinced a strong desire to see them comfortable and prospering in their calling. A short while previous to this all the teachers appeared in the City Chambers, and gave their "oath of fidelitie and diligence."

A proposition was inconsiderately made and hastily agreed to by the town-council in the year 1656, which had professedly in view the best interests of the High School. "Two of their number were empowered to wait on the

ventutis Scoticæ conscripta;" and for more than a century and a half it was used as a text-book in our schools. M'Crie's *Life of Melville*, vol. ii. p. 425.

¹ Row taught Latin, Greek, and Hebrew at Perth with great applause. Oriental literature was his favourite study; his Hebrew Grammar and Vocabulary, which appeared in 1644, were the first works of the kind ever printed in Scotland. He died in 1672, principal of King's College, Aberdeen. See a Memoir of Principal Row, prefixed to the Wodrow Society edition of his father's "History of the Kirk of Scotland from the year 1558 to 1637."

² Cant's *Hist. of Perth*, vol. ii. p. 195, and Scott's MSS. regarding Perth in the Advocates' Library.

College of Justice, to acquaint them that it has been moved to abolish the Humanity Class, as prejudicial not only to the Grammar School, but to the College itself, and proposing the salary to be employed some other way for advancing learning." As might have been anticipated, the commissioners very soon returned to their colleagues with the intimation, that the learned body referred to, joint patrons with the town-council of the Humanity Chair, would not for a moment listen to such a recommendation. If the High School did not gain an accession to its senior pupils in consequence of the abandonment of the plan to get rid in a summary way of the Humanity Class in the University, a considerable increase was about this time obtained from another quarter. A number of the boys of George Heriot's Hospital, agreeably to the statutes of that excellent institution, were sent to the Grammar School of Edinburgh. The Herioters, averaging from twenty to thirty at a time, continued for more than a century and a half to attend the High School, and till the governors determined that the Latin language should be taught in the Hospital by a resident master.¹

The masters and boys of the School had very indifferent class accommodation from the time when Cromwell's troops entered Edinburgh after the battle of Dunbar. The English soldiers took possession of the schoolhouse, and used it as barracks. In so dilapidated a state did they leave it, that it was found absolutely necessary to have it thoroughly renovated.² In these circumstances the town-council di-

¹ Dr Robert Johnstone, who died in 1639, among his numerous bequests, appropriated a sum of money, the interest of which he directed should be divided yearly by the town-council of Edinburgh among four scholars of the High School, and a like number of pupils of the School of Moffat. *Memoir of George Heriot, &c.*, p. 78.

² For defraying the expenses of the reparation, the council (April 24, 1657) ordain the Masters of the Hospital at the foot of Leith Wynd to advance the sum of One hundred pounds sterling out of the readiest of

rected that the adjacent Church of Lady Yester's should in the mean time be used for the purpose of carrying on the work of tuition.

In the year 1658 a Library, for the benefit of the teachers and pupils, was instituted in the High School, on the recommendation of the head-master. "The provost and bailies taking to their serious consideration the good and commendable motion of Mr John Muir, master of the Grammar School of this burgh, representing to the council how convenient and expedient it will be for the good of the Grammar School, both masters and scholars that shall be hereafter, to erect a Library in the said school, for all sort of books that may concern humanity and the knowledges of languages; and desiring the council's authority as patrons and superiors to be granted for the foundation of the same. The council finding it incumbent on them as fautors and favours of nurseries of learning, to entertain such reasonable motions, tending so much to the good both of masters and scholars, do hereby allow and approve of the said motion, and ordains that there be a Library erected in the most convenient part of the said school, and appoints the treasurer to supply presses and shelves for that use."¹ This useful and highly prized appendage of the seminary was founded by donations of books from the teachers, and voluntary contributions from the citizens and the pupils of the school.²

the means of the rent of the said Hospital, to be employed upon the reparation of the said school, as a work of piety and charity." (Council Record, vol. xix. f. 205.) On the 9th June 1658, a committee was appointed, "to come on the morrow at eleven o'clock, and go to the High School, and see the scholars transported from Lady Yester's Kirk, to the old school now repaired, and to be possessed orderly in their several classes." (Ib. vol. xix. f. 310.)

¹ Council Record, vol. xix. f. 267.

² Among the first donors of books to the High School Library may be mentioned John Muir, the Rector, and all the Masters; William Thomson, principal clerk of Edinburgh; John Scougall, William Hog, William Nimmo, William Douglas, and Robert Burnet, lawyers; John Lord

And here we may observe, that the Library, at present supported by the appropriation of one half the Matriculation Fund to its use, consists of about 6400 volumes, and includes the best Greek and Latin Lexicons, the best editions of the classics, several Encyclopædias, and a valuable collection of antiquarian, historical, and geographical authors. The benefits of the Library have hitherto been confined to the masters, and pupils of the more advanced classes; but while we write, a variety of works adapted to more youthful capacities have been purchased, an enlarged catalogue incorporating the supplements of previous years has been printed; and it has been determined that henceforth the Library shall be accessible to all the *alumni* of the Institution. The Rector and Masters, with the assistance of the Janitor, discharge in rotation the duties of librarian.

Mr Robert Leighton, Principal of the University of Edinburgh, officially intimated to the corporation, that many of the students were found ill prepared to benefit by the prelections of the professors, owing to the want of proper preliminary training. To remedy this evil, he made these suggestions:—" 1. That means should be used whereby grammar schools might be erected in the several presbyteries; and that a competent free salary may be granted to the masters; and that it might be endeavoured, that his Highness and Council might grant out of the concealed revenues of the Kirk rents a sum for that effect. 2. That some sort of Rudiments at least might be condescended on, part English, part Latin, for the more easy apprehension of little children. Whereupon it is recom-

Swinton; Patrick Scott of Thirlestane; Mr Robert Douglas, one of the ministers of Edinburgh; William Tweedie, professor of philosophy in the University. Mr George Grindlay, merchant in Edinburgh, who died August 11, 1801, devised his library of books and maps to the High School, under certain restrictions.

mended to Mr Thomas Crawford, that against Michaelmas next he may have in readiness that draught of Rudiments and Grammar which some few years ago he had compiled by desire of the magistrates, that the same may be considered on, and course taken in case of approbation, that the same might be printed and ordained to be made use of in all the grammar schools. And the said Mr Thomas to be considered accordingly for his pains; and this he recommended to the ministers, that they might speak with their colleagues, and consider of the best overtures that may be to that effect.”¹

We have repeatedly adverted to the emoluments of the teachers. One periodical source of income, and that at times not inconsiderable, remains to be noticed. On the 20th of January 1660, the town-council appointed “intimation to be made to the doctors of the Grammar School, that the casualty called the *bleis-silver* be delayed till the first day of March next.” This was a gratuity presented to teachers by their scholars at Candlemas, when the pupil that gave most was pronounced *king*. The designation appears to have originated from the Scottish word *bleis*, signifying any thing that makes a *blaze*; it being conjectured with great probability, that the money was “first contributed for this purpose at *Candlemas*, a season, when fires and lights were anciently kindled.”² In addition to the customary quarterly fees, the masters deemed themselves entitled to a gift in the beginning of February, and this was named a “Candlemas offering.” The practice existed in most of the public schools till a comparatively recent period. Candlemas was a holiday; but the children, in their best attire, and usually accompanied by their pa-

¹ Council Record, vol. xix. f. 320. The Latin Rudiments of Crawford (formerly head-master of the High School), mentioned above, was never published.

² See Jamieson's Etymological Dictionary of the Scottish Language.

rents, repaired to the school, and after a short while was spent in the delivery of appropriate orations, the proper business of the forenoon commenced. The roll of the school was solemnly called over, and each boy, as his name was announced, went forward and presented an offering, first to the rector and next to his own master. When the gratuity was less than the usual quarterly fee no notice was taken of it, but when it amounted to that sum, the rector exclaimed, *Vivat*; to twice the ordinary fee, *Floreat bis*; for a higher sum, *Floreat ter*; for a guinea and upwards, *Gloriat*! Each announcement was the precursor of an amount of cheering commensurate with the value of the "offering." When the business was over the rector rose, and in an audible voice declared the *victor*, by mentioning the name of the highest donor. This, it must be confessed, was a very disingenuous practice, for the most meritorious scholars might be the least able so to distinguish themselves. There was usually an eager competition for the honour of *king*. It has been averred in regard to a provincial school, on an occasion similar to that to which reference has been made, that a boy put down a guinea to ensure the enviable distinction of being *king* for the day, when the father of a rival scholar gave his son a guinea to add to the first "offering;" whereupon an alternate advance of a guinea each took place, till one had actually laid down twenty-four and the other twenty-five guineas!¹ Again and again did the town-council of Edinburgh issue injunctions to the teachers to prevent "all craving and re-saving of any *bleyis sylver* or *bent sylver*"² of thair bairnis

¹ Council Record, *passim*; Cleland's Hist. Account of the Gram. School of Glasgow, p. 17; Penny's Traditions of Perth, p. 190.

² Dr Jamieson, in his Scottish Dictionary, asks, "Can *bent* be corrupted from the French word *benit*, q. blessed money, as being claimed on some Saint's-day?" The statement in the text appears to me to settle the point.

and scholares, exceptand four penneis at ane tyme allanerlie." In days of old, when many of our houses boasted no better floors than the bare earth, it was customary to lay down rushes or bent to keep the feet warm and dry, as well as to give a more comfortable appearance. At the close of the sixteenth century, and commencement of the seventeenth, during the summer season the pupils had leave to go and cut bent for the school. As in these excursions the young bent collectors "oftentimes fell a wrestling with hooks in their hands, and sometimes wronged themselves, other times their neighbours," it was resolved that the boys should have their accustomed "liberty" or holiday, and likewise that every scholar should present the customary gratuity to the Master on the first Monday of May, and on the "first Mondays of June and July, which is commonly called the bent-silver play, with which money the Master is to buy bent, or other things needful for the school." Happily all such exactions are now unknown; and at four regular periods in the course of each session the teachers receive from their pupils a fixed fee, which is regarded as a fair remuneration for their professional labour.

Muir, the faithful and energetic Master of the school, died in December 1659, after a short service of scarcely three years. In the following month the patrons were unanimous in fixing on Mr John Hume or Home,¹ minister of Lesmahago. Five days after a successor to Muir had been appointed, Sir James Stewart, the chief magis-

¹ He was presented by the Presbytery of Lanark to the church and parish of Lesmahago (*jure devoluto*), August 12th, 1641, and admitted minister there on the 2d of December following.—Presb. Record, *ap. an.* In Nov. 1658, "William Home, lawful son to Mr John Home, minister at Lesmahago," was elected a bursar in the College, on Dr Robert Johnstone's foundation.—Council Rec. vol. xx, f. 344. Alexander Hume, the grammarian (see p. 43), had a son named *John*, born at Prestonpans, Feb. 11th 1608. Can this be the same person? John

trate, "produced a letter directed to the Council, from his Excellency Lord General Monk, in favour of Mr David Ferguson, to be schoolmaster of this burgh. Which being read and considered, the Council appoints a missive to be directed to his Lordship in answer thereto, with all submission and dutiful respect to his Lordship's desire, as if it were a real command; but to show upon what necessity they were forced to dispose thereupon, before his Lordship's letter came to their hands, and to enlarge a congratulation of his Lordship's happy success therein, and the provost and bailies to subscribe the same."¹ This obsequious reply must have been highly gratifying to Monk, who was then entrusted by Cromwell with the chief command in Scotland. But the nominee of the General, though he came on the field too late for the present vacancy, was, as will appear in the sequel, not long in attaining the object of his ambition.

Hume seems to have been extremely anxious that the pupils under his charge should not only be minutely taught to translate the Latin language, and to appreciate its beauties, but also that they should be properly instructed in the principles of the christian religion. Long previously to this time they were wont regularly to attend public worship with their teachers; and before the conclusion of divine service were catechised in the presence of the congregation.² A portion of Lady Yester's Church was set apart for their

Home or Hume, Master of the High School, was made a burgess and guild-brother of Edinburgh, on the 7th August 1661, in right of Isobel Hope, his spouse, and daughter of the late Harie Hope, merchant.—Council Rec. vol. xxi. f. 1.

¹ Council Record (Jan. 25, 1660), vol. xx. f. 107.

² The examination of the children attending the parish school in the church on the Sabbath morning was at one time quite common. In the Session Record of South Leith I find this entry, under date August 8, 1616:—"Every Sabbath day, efter the prayeres befor the blessing, thair sall be twa bairnes, ane frae the gramer scooll that sall repeat Mr Craig's

exclusive use, as was afterwards the east gallery of Trinity College Church.¹

The town-council, on the personal application of Hume, agreed to print at their expense a small impression of an elementary book which he had compiled for the use of his scholars, in order that the professors and the city clergy might have it in their power to form an opinion of its merits.² The little work may have been for a short time employed in the High School ; but there exists no evidence to prove that the judges to whom it had been submitted recommended its publication.

There were several private teachers in Edinburgh who, though the council had, according to custom, again and again prohibited them, persisted in clandestinely keeping classes in different parts of the town. Like some of his predecessors in office, Hume felt that such opposition affected his interests most materially. The boys attending these disallowed seminaries were constantly interfering with the High School pupils ; and both parties were perpetually striving for the mastery in pitched battles known by the name of *bickering*.³

Immediately before the vacation the teachers and their scholars, sometimes in a body, presented to the patrons a caritches openlie in the kirk, for the instructioun of the comonnes ; the quhilk Mr Thomas Hog, maister of the gramer scool hes promesit to obey."

¹ Council Record, vol. xx. f. 140, and vol. xxvi. f. 198.

² Council Record (July 6, 1660), vol. xx. f. 163. "Gideon Lithgo, printer, appeared, and produced some well printed Rudiments, which were ordered to be printed the sixth of this instant, to be perused by the ministers and regents and others, for trial." I have never seen this grammatical work by John Hume ; nor am I aware that a copy of it is to be found in any of the public libraries.

³ "Compared (Aug. 15. 1660) Mr John Hume, and complained upon Mr John Mushet and Mr John McLure, two of Mr Thomas Blackburn's scholars, for seducing of the said Mr John Hume's scholars to the bickering."—*Ib.* The council directed Blackburn's school forthwith to be closed. The teacher persisted for several months, heedless of the in-

written request for the autumnal holidays. Thus, on the 14th of August 1663, there compeared at a meeting of the town-council, "Mr John Home, master of the Grammar School, with some of the doctors, and many of the scholars, and presented a petition for granting to them a certain time of vacancy, after the usual form, which being read and considered, the council grants them a vacancy to Friday the 15th of September; and a committee to repair to the High School and dismiss the boys."¹ This annual cessation from scholastic labour the magistrates did not always consider as necessary to be given. On one occasion we find the patrons annexing a strange, but not an unwise, condition to their allowing the wonted liberty. They actually appointed three of their number to repair to the school and intimate to the scholars, that they should not have any vacation till they discharged "their quarter payments to the master and doctors!"

In November 1665, Hume, the excellent head-master, died; and David Ferguson, the person who had been strongly recommended by General Monk for the same situation, about four years previously, was now entrusted with the direction of the school.² Every effort was made on the part of the authorities to countenance Ferguson; and the following excerpt from their minutes may be given as an example:—

"The council finding, amongst many other laudable acts in their book of Register in favors of their public school, commonly called the High School, that it is specially provided by several acts, that no person or persons teach Latin

junctions. "By his bad example others presumed the like, to the prejudice of the common grammar school." He at length submitted, to save "his pension which he had out of the gild box."—*Ib.*

¹ Council Record, *ap. an.*

² On the 2d of January 1667, Ferguson received from the town a yearly augmentation to his stipend of one hundred merks, and each of the doctors had twenty pounds Scots added to his salary.

or grammar within the city of Edinburgh or liberties thereof, except the masters of the High School only ; as also none living within the town shall send their children without the gates thereof to be taught. And finding likewise that now of late severals do notwithstanding teach both within the city and suburbs thereof as to the public loss and detriment of the city, so likewise to the discouragement and overthrow of the High School, they have appointed, constituted, and ordained, like as by these presents they do appoint, constitute, and ordain, that no person or persons, upon any pretension whatever, do or shall teach grammar within the said city or liberties thereof, except the schools of Leith, Canongate, and the readers' school of West Port, to the prejudice of the High School, and that no inhabitants of the said city having their children living with themselves send them to Bristo or any other places adjacent to or within the liberties of the city, to be taught ; with certification, that whosoever shall offer, in contempt of this new act, to teach within the city or suburbs thereof shall, besides personal imprisonment, be fined at the discretion of the then present magistrates, and that whosoever parents having their children at home with themselves shall send them to any adjacent place without the city or suburbs thereof to be taught Latin, shall pay quarterly to the master of the High School as much as other scholars of the like quality usually are accustomed quarterly to pay. And to the end that this act may find the more ready obedience, it is hereby likewise statute and ordained, that the master of the said High School, or any of his doctors authorised by him, have power from the magistrates to command any two or more, if need be, of the town officers to apprehend and imprison such who by their contumacy and disobedience shall be found guilty of the breach thereof. And this act to continue during the council's pleasure."¹

¹ Council Record (Aug. 5, 1668), vol. xxv. f. 104-5.

Little more than a year after the preceding enactment was issued, the High School was again deprived by death of its head master. Of Ferguson's history, like that of Andrew Rutherford, who succeeded him in October 1669, the biographical notices are very scanty. The latter had charge of the Grammar School of Jedburgh when chosen by the magistrates of Edinburgh.¹ Rapid were the changes at this time in the office of rector.² Alexander Heriot, formerly parochial minister of Cranston in Midlothian, became Rutherford's successor in May 1672.³

The periodic examinations of the High School were conducted in a ceremonial manner. The town council and the clergy, as well as many of the inhabitants, statedly attended the quarterly exhibitions; and the declamation of the orations at the ascension of the classes excited no in-

¹ Council Record, vol. xxvii. f. 91. Andrew Rutherford was several years at Jedburgh. "There was another person of the same name, a native of Jedburgh, who attained great celebrity as a scholar in the 17th century,—John Rutherford, an intimate friend of George Buchanan. He was established as principal of St Salvator's College, St. Andrews. In the beginning of the 18th century Mr Brown, highly esteemed as a scholar, was schoolmaster of Jedburgh. Thomson the poet, whose father was successively minister of Ednam and Southdean, was educated by Brown. Of this I was informed by some of his fellow scholars, who survived after my coming to Jedburgh in the year 1773. Brown was succeeded by Mr Chisholm, upon whose resignation in 1719, Mr Petrie, afterwards minister of Canobie, was elected master of our school; and on his removal, Mr Scott, grandfather of Professor Pillans, was chosen in preference to Mr Creech, subsequently minister of Newbattle, and father of Provost Creech, and to George Stuart, afterwards professor of humanity in the University of Edinburgh. Upon the death of Mr Scott, Mr Brewster, father of Dr Brewster, was elected master of Jedburgh Grammar School, and since his resignation Dr Lorraine, and Messrs Robertson and Burnett have, in succession, been rectors."—(Extract from a letter received many years ago by the Author from the late Rev Dr Thomas Somerville, minister of Jedburgh.)

² See APP. p. 54.

³ Alexander Heriot, M.A., was ordained minister of Cranston, July 5, 1660. (Regist. of the Presb. of Dalkeith, *ap. an.*) In 1663 he was succeeded in that cure by George Kintor, M.A. *ib.*

considerable interest. Those scholars who were leaving for the University were wont, as is still the practice in the Latin Schools on the Continent, to take, in set speeches, formal leave of their masters and class-fellows; not forgetting to introduce something of a complimentary nature regarding the civic authorities, and other parties present.

In the year 1679 the rector, and one of his doctors, staunch Presbyterians, were deprived of office in consequence of declining to adhere to Episcopacy.¹ They were not the only individuals who then, for the sake of a good conscience, cheerfully surrendered their appointments. "The town-council having caused cite before them Mr Alexander Dickson, professor of Hebrew in the College, Mr Alexander Heriot, master of the grammar school of this burgh, Mr James Scott, younger, one of the doctors of the said school, Mr Alexander Strang, master of the grammar school in the Canongate, Mr George St Clair, master of the grammar school of Leith, and Mr George Allan, his doctor, they all compeared, except Mr Alexander Dickson, who was lawfully cited. The Lord Provost, in name of the council, did make intimation to them of an act of his Majesty's Privy Council, dated the 6th February instant, anent their giving to them satisfaction, as to the allowing the government of the church by archbishops and bishops, according as it is established by law, and of their willingness to satisfy his Majesty's Privy Council in manner expressed in the said act: and if they gave not obedience thereto betwixt and the 1st day of March next, the council was thereby warranted to depose them, and elect some other persons to exercise their respective charges. Mr George St Clair declared to the council that he had formally given satisfaction to the bishop of Edinburgh anent the matter above, and produced a declaration under the said bishop his hand,

¹ See Wodrow's History, vol. iii. p. 8.

bearing him to have warrant to keep the said grammar school, and desired that the council might represent that to his Majesty's Privy Council as a part of their report."¹

Heriot and Scott allowed the act of deposition to take effect. In the room of the former the patrons, on the 12th of March, appointed Archibald Guillane, then rector of the grammar school of Perth;² and in Scott's place they elected Robert Blaw, parochial teacher of Calder.³

The Privy Council issued a proclamation, prohibiting all private Latin schools to be kept in the city or suburbs; and in the presence of the magistrates, the individuals against whom the injunction was directed, made the following declaration:—

"Edinburgh, Jan. 28, 1680.—We, under subscribers, keepers of Latin schools within this city, bind and oblige us, conform to the Court ordinance, that we shall, before the term of Whitsunday next, cease and forbear to keep Latin schools by teaching children within the city or privileges thereof; and shall not in time coming take upon us, each of us for our own parts, to teach Latin, or keep a public or private school for that effect in any time coming, under such a penalty as the town-council think fit to impose upon us. *Sic subscrib.* J. Hannay, George Young, W. Leesone, Robert Wilson, Walter Greenlaw."⁴

The High School enjoyed an almost undisturbed monopoly, except when some inconsiderate private teacher, regardless of consequences, attempted by stealth to set the law at defiance. The death of Guillane in the spring of the last-mentioned year again left the appointment to the mastership in the hands of the town-council. William Skene, the respected head of the grammar school of Had-

¹ Council Record (Feb. 21, 1679), vol. xxix. f. 125.

² See APPENDIX, p. 54.

³ See APPENDIX, p. 54.

⁴ Council Record, vol. xxix. f. 203.

dington, was chosen in May 1680, to fill the situation which the lamented death of Guillane, who took "extraordinary pains" on his pupils, had left open. Skene pleased the patrons so much, that they spontaneously resolved to augment his yearly salary from three hundred to five hundred merks, as had been done to his immediate predecessor.¹ A short while after, an addition was made by the town-council to the salaries of the teachers.²

Towards the close of the seventeenth century, the business of the school commenced daily a little after six in the morning. This early hour being inconvenient in many respects, a memorial to that effect was submitted to the authorities. The hour of meeting was altered, as appears from the subjoined excerpt from the Council Record; and, as will be seen, a change was at the same time made in the Latin Rudiments used in the seminary:—

"*Edinburgh, September 11, 1696.* The council, considering that the High School of this city being situate in a corner at some distance, many of the inhabitants, whose children are tender, being unwilling to expose them to the cold winter mornings, and send them to the said school before the hour of seven, as use is; therefore, the council ordain the masters of the said school in all time coming, to meet and convene the same at nine of the clock in the morning during the winter season, viz. from the first of November to the first day of March yearly, and to teach the scholars till twelve, that which they were in use to teach in those mornings and forenoons. And considering that the ordinary Latin Rudiments in use to be taught children at their beginning to the Latin tongue is difficult, and hard for beginners, and that Wedderburn's Rudiments are more plain and easy learned, the council ordain the

¹ Council Record, vol. xxx. f. 29.

² See APPENDIX, p. 33.

said masters in time coming to teach and begin their scholars with Wedderburn's Rudiments in place of the Latin Rudiments in use to be taught formerly. Ro. CHIESLIE, *provost*."¹

David Wedderburn, whose elementary work is referred to in the above extract, was an accomplished poet and scholar. He was rector of the grammar school of Aberdeen from the year 1602 till 1640. The magistrates of that town, much to their credit, encouraged him to prepare text-books for the use of his pupils; and his Latin Grammar was honoured with the approval of the Privy Council. But Wedderburn's little volumes, like many similar productions, had to give place in their turn to other works which were regarded, sometimes from dubious causes, as more suitable for adoption.

The baron bailie of the Canongate, in November 1696, represented to the magistrates, that in a late dreadful conflagration in that burgh, which had totally destroyed much valuable property, the grammar school had been unfortunately included. In the name of his constituents, he craved "the council would, for this time, authorise and empower the schoolmaster to take a house within the good town, for accommodating the said school, until some convenient house should be found out in the Canongate, betwixt and Whitsunday next."² Although the Edinburgh authorities had repeatedly prevented any rival seminary to the High School to exist, they at once agreed to this reasonable request.

It has already been noticed, that at the annual examination small sums of money were given to the pupils as a mark of approbation for past diligence, and as an incitement to future industry. This questionable mode of

¹ Council Record, vol. xxxv. f. 286.

² Council Record, vol. xxxv. f. 297.

rewarding merit was abolished by the patrons ; and the present plan of bestowing suitable prizes in books was introduced.¹ When the seventeenth century closed the High School was in a very creditable condition ; and the patrons then declared, that “ not a few persons that are now eminent for piety and learning, both in church and state, had been educated there.”

¹ On the 2d August 1699, “ The council appoints the High School to be visited upon Monday next at three p.m. The treasurer to expend forty pounds Scots for buying of books, to be given as a reward to the best scholars.” Council Record, vol. xxxvi. p. 348. This allowance was gradually increased. In 1794 the patrons directed that ten guineas should be expended for that year. In 1848 the sum of L.50 was paid from the Corporation funds for prizes, exclusive of medals. The gold medal given to the best Greek scholar in the Rector's class, is the only one endowed by the city.

CHAPTER III.

° 1701—1800.

Changes in the designation of the Teachers.—Mr John Johnstone elected a teacher.—Recommendation in favour of the Writing Master.—Special Visitation of the School. The literary acquirements of the Masters tested in presence of the Magistrates.—Report by the Principal and the Professors on the state of the High School.—Election of Mr George Arbuthnot and of Mr John Ker to Masterships.—Riot at the School.—Mr Robert Spence of Montrose chosen as one of the Classical Teachers.—Death of Mr Skene, and Mr George Arbuthnot promoted to the Rectorship.—Mr John Ker is appointed Professor of Greek in King's College, Aberdeen.—David Malloch or Mallet, Janitor of the School.—The Teachers to hold office during pleasure.—Private Schools.—The College Committee charged with the affairs of the High School.—Mr John Love, elected one of the Masters, and Mr John Lees, Rector.—School Fees.—Complaints touching the School, and a Teacher rebuked.—Mr John Love accepts of the Rectorship of Dalkeith Grammar School.—Mr James Barclay chosen in the place of Spence.—Provost Drummond's flattering statement regarding the School.—Salaries of the Masters augmented.—Favourable report relative to the School.—Hours of teaching.—Mr Robert Farquhar succeeds to a Mastership.—Mr Henry Mackenzie's Recollections of the School.—Election of Mr Alexander Bartlet as a Teacher.—Mr Alexander Matheson chosen Rector.—The Rector and the four Masters made honorary burgesses and guild brethren.—Mr Luke Fraser chosen one of the Classical Teachers.—Mr Alexander Adam is entrusted with the charge of the Rector's class during the indisposition of Mr. Matheson.—They are elected Joint-Rectors, after trial and approval of Mr Adam's literary qualifications.—Notice of Mr Adam.—Extract from his MS. Memoranda relative to his Latin Grammar.—An official communication from Principal Robertson remonstrating against the Rector of the High School being allowed to teach Greek, and to retain the boys a second year in his class.—Notice of Mr Alexander Matheson.—Appointment of Mr William Cruickshank in the room of Mr Farquhar.—Election of Mr William Nicol instead of Bartlet, deceased.—The citizens resolve to raise funds for the

erection of a new School-house.—Concurrence of the Town-Council.—Foundation stone laid.—Eminent services rendered on this occasion by Sir William Forbes, Bart., and others.—Notice of Mr John Mac-lure.—School Exercise by Sir Walter Scott, and his Reminiscences of the High School.—The Rector's-class, and the Earl of Buchan's visit.—Dean Vincent's correspondence with Dr Adam.—Appointment of Mr Alexander Christison to a Mastership in the place of Mr James French.—Lieut.-Col. Murray or Macgregor founds a Gold Medal.—Mr James Crie succeeds Mr Cruickshank, and Mr William Ritchie elected in the room of Mr Nicol.—Dr Adam's account of his experience as a teacher, particularly in the High School.

THE head-master of the High School has been variously designed in his official capacity. In ancient documents he is called the *principal*, the *master*, sometimes the *moderator*; and since the commencement of the eighteenth century he has generally been styled the *rector*. The subordinate teachers, originally designated *doctors* and *regents*, are now known by the appellation of *masters*.

In May 1702, Mr John Johnstone, "governor to the laird of Monkrig," was preferred to a vacant mastership, having honourably passed an examination before one of the magistrates, two professors, two ministers, and the rector of the school. Having accepted of the office, and taken the usual oath of fidelity, and qualification to government, Johnstone intimated, that "if it was thought fit he was content to sign the Confession of Faith." Two days thereafter, Mr James Graham, "governor to the laird of Stonyflatstone," the unsuccessful candidate on this occasion, was received and admitted, "in the most ample form," as a burghess and guild brother of the city.

Though a teacher of writing had long been attached to the school, it was, as at the present, quite optional for the boys studying Latin to attend that class. It would appear that many of the High School pupils obtained instruction in penmanship elsewhere. The authorities, believing that their writing-master was not properly countenanced, manifested a kindly disposition towards him, by transmitting, in

May 1704, a request to the rector and his colleagues in the classical department, that they would use their best endeavours to get more constant employment to Mr James Alexander, the teacher of writing.

The Presbytery of Edinburgh, on the 10th December 1707, appointed a committee to visit the High School ; and by that reverend court the seminary was frequently examined. From the following official paper, it would seem that about this period the High School was not, in the opinion of its patrons, in a very satisfactory condition :—

“ EDINBURGH, *October 28, 1709.*

“ The Lord Provost (Sir Patrick Johnston), the town-council, the ministers of the city, and professors in the College, having visited the High School ; and the council taking to their consideration the great decay of the school, called the master and doctors before them, to take trial of the cause thereof. Having removed the doctors, and interrogated the master, whether or not the decay of the school did proceed from the negligence or insufficiency of the doctors, he answered, that so far as he knew, the doctors did duly attend in the discharge of their duty ; but alleged that the decay did proceed from the great number of private schools in the town. And being interrogated as to his method of teaching, and books that he taught, he gave a full account of them ; and it being alleged, that the decay of the school was his want of authority in discipline, he replied, that it was always his practice to keep a middle way, avoiding of too much severity or too much lenity. Thereafter the doctors were called in, and the master removed, and they being also interrogate whence the decay of the said school did proceed, they alleged that it did proceed from the number of private schools. Thereafter the master was called in, and all of them, by the Lord Provost, in name of the council, were exhorted to a faithful and conscientious discharge of their respective duties.

The council recommended to Bailie Brodie, and the committee anent the College, to consider what overtures might be given for recovering the said school to its former lustre, frequency, and reputation, and likewise to consider the method of teaching, and report the same with all convenient diligence to the council."¹

On the 9th of December following, Mr Francis Brodie, the College-Bailie, who had uniformly taken great interest in the cause of education, reported, that the committee had, for the better regulation of the school in future, agreed on several points, and as the result of their consultations he produced the report to the council, the tenor whereof follows :—

“ Orders anent the High School.

“ In order to recover the same from its decaying condition, it was absolutely necessary that all the masters be unquestionably sufficient, that no man may be uneasy into whose class his child falls to enter; and to take off all exceptions as to the present masters their want of due qualifications, it was thought advisable that some of the reverend ministers of Edinburgh, the reverend principal of the College, with two of the professors, of which the professor of Humanity be one, do take exact trial of all the present masters' sufficiency, and that in presence of the council of Edinburgh, or a committee thereof, and that persons found duly qualified may be suitably encouraged. It seems convenient to establish the salaries and regulate the quarter payment in manner following, viz.—

“ *Primo.* That the rector of the school receive annually Three hundred merks of salary, and each master Two hundred and fifty merks.

“ *Secundo.* That the rector and masters receive each

¹ Council Record, vol. xxxix. p. 519.

four shillings sterling per quarter from every scholar in his own class.

“*Tertio.* That the said rector receive one shilling sterling per quarter from each scholar in the four masters’ classes, and that over and above the four shillings paid to the said masters quarterly by their scholars ; and the master of the *third* class¹ receive one shilling sterling from each scholar in the rector’s class, and that over and above the four shillings sterling paid to the said rector quarterly by the scholars in his class, which emoluments will accrue to each of the four masters by turns as their classes advance.

“ The above report being considered by the council, they, with the extraordinary deacons, approved of the said overtures, and ordained the same to be a standing rule in time coming till the council think fit to alter the same ; and nominated and appointed the Reverend Mr William Carstares, principal of the College, Mr David Blair, Mr William Mitchell, ministers, Mr William Law, Mr William Scott, professors of Philosophy, and Mr Laurence Dundas, professor of Humanity, with the foresaid committee, to take trial of the masters of the High School their qualifications, and to report the same to the council ; whereanent these presents shall be a warrant.”²

No report of the committee which was appointed to examine the teachers has been preserved ; yet we have no doubt that the resolution of the town-council, though imposing a very delicate and an unusual task, was forthwith carried into effect.

In the course of two months a very judicious report was forwarded to the town-council by the College committee.

¹ The practice for the master of the *third* class,—afterwards of the *first*,—receiving one shilling quarterly from the boys in the rector’s class has long since been discontinued.

² Council Record, vol. xxxix. pp. 555-6.

That document, which will be found at the end of our volume, is drawn up with considerable care, and points out the best course of preparatory study to those who contemplated entering the University of Edinburgh. In directing the reader's attention to this memorial,¹ which bears the signatures of the principal, and six of the professors, we cannot refrain from introducing here two short paragraphs.

The first refers to the proper authors to be read.

“As to the authors publicly taught, the professors, considering that the old Latin writers, commonly called the classics, are the undoubted standard of the language, and may be justly called originals, of which the best books of the moderns are but copies, cannot but think it highly reasonable to look for the propriety and purity of the Latin in the fountains themselves; and this is no disparagement to the most valued amongst the latest writers, to be obliged to give place to the ancients, their masters. By this preference, how just soever, they would not be understood to condemn the reading, in the lower classes, such books of Dialogues as were written by learned men and great masters of the language, on purpose to facilitate the practice of speaking Latin, much less to thrust out of schools, Buchanan's immortal Paraphrase on the Psalms, which, as well upon account of the subject being a part of sacred scripture, as the inimitable beauty of the verse, can never be too much read or studied in christian schools.”

The next contains the well weighed opinion of practical men in regard to school discipline; with some excellent suggestions respecting other points materially affecting the prosperity of the seminary.

“Concerning the *discipline* of the school, it will be convenient that the discipline of each class be exercised, as it was some years ago, by its proper master in all ordinary

¹ See APPENDIX, pp. 34-38.

cases. But, in great faults or disorders, the boys that are guilty are to be chastised by the rector himself, that they may be ashamed, and others frightened from the like faults : That as all the masters have the immediate charge of teaching and discipline in their respective classes, so the rector have not only the same charge in his own class, but take care also that all the masters wait punctually on the school at the ordinary diets, be diligent and faithful in their business ; and if any of them should either neglect his duty, or perform it superficially, or should not observe a prudent constant course of discipline and good order, the rector is then to admonish him privately for the first time ; for the second before all his colleagues ; and if he regard not that, the rector is, without delay, to represent the matter to the magistrates and town-council.

“ That the time of disputing now in the school on Saturday afternoon, be employed by the rector and masters in reviewing what hath been taught that week in their respective classes, in the way that they shall think most proper and convenient for the improvement of the scholars ; only, the first Saturday of every month, they may be allowed to dispute as formerly : That, at the ascension of the classes, particular care be taken that such only be allowed to advance as understand, tolerably well at least, those things that have been taught the preceding year : That the scholars, every fortnight, be allowed to play and refresh themselves one whole afternoon, in place of all the other ordinary occasions of dismissing the school, such as entering of new scholars, the paying of quarter payment, at the desire of the boy that is victor at Candlemas, or of gentlemen or ladies walking in the yard, &c. But, on public and solemn extraordinary occasions, this matter must be left to the prudence and discretion of the rector and masters.”

The learned individuals who prepared the document from which these excerpts are taken, were men who appre-

ciated to its full extent the value of classical attainments acquired at the grammar school; and the happy influence which a sound scholarship exerts on the various departments of society. In the energetic language of an accomplished modern writer, we would ask, "who are the men of business, who take an active part, and perform that part with credit, in the living world, at this moment, and where have they been educated? The most distinguished members of both Houses of Parliament, and in all the liberal professions, the most active magistrates all over the kingdom, the greatest merchants themselves, issuing from the middle classes in society, and filling many of its departments with honour and advantage to themselves and others, were, for the most part, educated either at the grammar schools, or at schools which profess to teach the classics. The church, the courts of justice, the hospitals, the exchange, exhibit men full of ardour, energetic, skilful, popular; most of whom have had the benefit, either directly or indirectly, of classical education. Is it not likely that they whose intellectual exertion has been stimulated by the emulation, strict discipline, and interesting business of a public school, should possess minds capable of entering on the usual pursuits of the world, those of honour and emolument, with particular promptitude and alacrity? Honour, esteem, consideration in society, are reserved for that sort of practical man, who has added to the jewel of sound sense the solid gold of the scholar and the polish of the gentleman."¹

"The Latin writers," says Godwin, another eloquent

¹ See Dr Vicesimus Knox's *Defence of Grammar Schools*, p. 140. Lond. 1821, 8vo. Dr Knox combated most powerfully the arguments of Milton, Locke, Bacon, and others, who recommend teaching boys things in preference to the classics. There are few compositions in the English language that, for strength of reasoning and brilliancy of style, can be compared with this splendid defence of classical education.

defender of classical learning, “display a happy selection of words; a beautiful structure of phrase; a transparency of style; a precision, by which they communicate the strongest sentiments in the directest form; in a word, every thing that relates to the most admirable polish of manners. It is appropriate praise of the best Roman authors, that they scarcely present us with one idle or excrescent clause; that they continually convey their meaning in the choicest words. Their lines dwell upon our memory; their sentences have the force of maxims; every part vigorous, and seldom any thing that can be changed, but for the worse.”

These remarks on the importance of classical learning were written by men of no common sagacity; and to those accustomed to disparage the advantages to be derived from studying the classics, the pithy sentences from the writings of Knox and Godwin are well deserving of being calmly considered.¹

In the year 1710, Mr George Arbuthnot, having undergone the accustomed ordeal of previous examination, succeeded to the mastership, which the retirement of Mr John Arroll left vacant. Arbuthnot's appointment was regarded as a fortunate one to this seminary, in which he remained for a few years only in his subordinate capacity, but, as we shall shortly find, he eventually returned to occupy the rector's chair.

The school received, in March 1713, an excellent addition to its staff of teachers in the person of Mr John Ker, a native of Dumblane. He had previously held the situation of rector in the respectable and well-attended grammar school of Crieff in Perthshire. Mr John M'Lellan, who had competed for the situation when Mr Ker was appointed, had made such an impression on the minds of the electors, that, anticipating their patronage, they “preferred him to

¹ See Beattie on the Usefulness of Classical Learning; and also Urquhart on Classical Learning.

the first vacant post of one of the masters of the High School of this city that shall happen, and allowed to him all the fees and casualties belonging to the said office, from and after the said vacancy, whenever the same shall fall.”¹ The first time that Geography is noticed as forming a part of the course of study, occurs in the minutes of the town-council in September 1715, when the city treasurer was directed to buy geographical maps for the scholars in the High School, not to exceed twenty pounds Scots.

In the commencement of the winter of 1716, the pupils of the school were guilty of sundry “ disorders and irregularities.” They recklessly demolished every window of the school, and of the adjacent parish church of Lady Yester’s; and even the wall which fenced the playground they completely levelled with the earth. The cause of this outbreak is unexplained.

This same year, Sir Hew Dalrymple, Lord President of the Court of Session, with other influential parties, brought Mr Robert Spence of Montrose² under the favourable notice of the patrons. On the 11th September 1717, Mr Spence, without being asked to submit to an examination, was chosen to fill a situation left open by the death of one of the teachers. The sudden demise of Mr William Skene, two months afterwards, caused a vacancy in the rectorship. So satisfied were the magistrates with the way in which Mr George Arbuthnot had discharged his duties when officially connected with this seminary, and with the reports which had reached them of his fidelity and success in the Canongate grammar school, of which he was the

¹ Council Record, vol. xli. pp. 46-7. M’Lellan’s name does not again occur in connexion with the High School.

² Montrose is honourably distinguished as being the first place in Scotland where the Greek language was publicly taught. As early as the year 1534, John Erskine of Dun, on returning from his travels, brought with him a Frenchman, skilled in the Greek tongue, whom he settled in Montrose. See M’Crie’s Life of Knox.

esteemed master, that they at once placed him at the head of the High School.

Towards the close of 1717, Mr John Ker, who had been four years one of the classical teachers, received a presentation to the professorship of Greek in King's College, Aberdeen. With great acceptance he performed the duties of that honourable office for seventeen years, when he returned from the north, to occupy the Humanity chair in the University of Edinburgh, to which he was elected October 2, 1734. The late excellent Dr John Erskine, one of his students in the Latin class, has spoken of the enthusiasm with which Mr Ker entered into the books which he explained; and of his peculiar talents, as well in gaining the affection of his students, as in exciting and directing their ardour in the study of the classics.¹ He died in November 1741; and his son, at the request of the Senatus Academicus, taught the Humanity class till Mr George Stuart was installed as his father's successor. We have elsewhere noticed Mr Ker, and his learned writings.² Mr Alexander Findlater, schoolmaster at Montrose, was preferred, in 1718, to the vacant mastership which Mr Ker's promotion had occasioned.

David Malloch, who about this time filled the situation of janitor in this seminary, distinguished himself in after life. Dr Johnson in his "Lives of the Poets," says, that Malloch or Mallet, from the penury of his parents, was glad to accept such an humble appointment. We were inclined to question the accuracy of the statement, as his biographer mentions that the memoir was drawn up chiefly from hearsay testimony. Observing, how-

¹ Sir Henry Moncrieff Wellwood's Account of the Life and Writings of John Erskine, D.D., late one of the ministers of Edinburgh, p. 19. Edinb. 1818, 8vo. See likewise the Appendix to the Sermon preached by Dr Erskine, on the death of his colleague Principal Robertson.

² See APPENDIX, pp. 88-9; and Anderson's Poets of Great Britain, Life of David Mallet.

ever, that the election of a janitor was not at that period recorded in the minutes of the Corporation, it occurred to us that the vouchers in the City Chamberlain's custody might probably throw some light on the point. The disputed question was speedily put at rest, by the production of Malloch's holograph receipt, dated February 2, 1718, for '*sixteen shillings and eightpence sterling*,' being his full salary for the preceding half-year. That was the exact period he held the office.¹ The janitorship, it should be borne in mind, was not esteemed a post unsuitable to the age, or beneath the dignity of a junior academic. In the University the same situation was repeatedly filled by students. Malloch was a native of Dumblane, where Professor Ker, of whom we have lately spoken, began his career as parochial schoolmaster. It seems not improbable that Ker took this way of bringing his young friend more immediately under the notice of the patrons and teachers of the High School. Malloch was afterwards tutor to the sons of the Duke of Montrose, with whom he made the tour of Europe. He subsequently settled in London, where he altered his name to Mallet. In reference to this change it was tauntingly said of him, that he was called *Malloch* by his relations, *Mallet* by his friends, and *Moloch* by his enemies. His first publication was the

¹ As the *Janitor* is a personage of vast importance in the eye of an Edinburgh High School boy, the subjoined list of those useful functionaries may perhaps recal some curious scenes in connexion with the *yards*, and be deemed not quite undeserving of preservation:—1694 Magnus Walker; 1705 William Lyle; 1706 John Ewart; 1710 John Morrison; 1712 William Charles; 1717 David Malloch; 1718 James Finlay; 1720 Robert Scott; 1730 William Crawford (see Gentleman's Magazine for Dec. 1731, vol. i. p. 542); 1759 Thomas Elliot; 1775 William Carfrae; 1793 John Wright; 1807 William Bowie; 1831 John Gladow; 1848 Donald Sinclair. In the beginning of last century the yearly allowance which the Janitor received from the town was L.1 : 13 : 4 : since then the sum of five pounds is all that has been added to his salary. In addition to this he receives at present one half of the Matriculation fee.

beautiful ballad of 'William and Margaret,' which was followed by several other works, which secured for him considerable celebrity. With Pope, and Thomson, and a host of literary characters, he was on intimate terms.¹

On the 28th August 1719, the Corporation unanimously resolved, with the view of preventing 'disagreeable consequences,' that no professor or teacher should be appointed in future except during the pleasure of the council, and that a clause to that effect be inserted in every deed of presentation.²

On the 5th of August 1724, the committee named to consider a memorial given in by the rector and masters of the High School, were of opinion, that the following particulars should be offered to the council's consideration for their approbation, viz. that the rector and masters have done faithfully and prudently in presenting the said memorial, and deserved all due encouragement for their care and concern about the education of youth in the city, and the reforming of their manners.

That private schools, as now increased in number, under bad management, and wanting order and discipline, are not only prejudicial to the public masters and public teaching, but also hurtful to the manners and education of the youth in this city.

That none ought to be allowed to teach grammar within the privileges of this city without authority from the council.

That the High School and its five masters, with five private teachers, tried and licensed, will be sufficient for the youth in the city.

¹ On the 26th of April 1734, David Malloch received the degree of M.A. from the University of Edinburgh, of which he had been a student.—(MS. Regist. Univ.) The edition of the "Poets of Great Britain," by Dr Robert Anderson, contains an account of Mallet (who died in 1765), with excerpts from his correspondence with Professor Ker of Aberdeen, formerly one of the Masters of the High School.

² Council Record, vol. xlvii. p. 44.

That these five private teachers, tried and licensed as said is, should be put under regulations as to their method of teaching, in such way as shall be advised by proper persons; that there may be uniformity betwixt them and the practice to which the masters in the High School are confined, for the better securing the effectual education of youth.

That these private teachers be obliged to keep the same hours that are observed in the High School, and the same times of vacation, and that they be strictly obliged to observe and regulate the manners of the youth under their care, and for that end to keep up and exercise discipline and correction with prudence and discretion.

That one of the ministers of the city, the professor of Humanity for the time being, with the rector of the High School, be charged with the oversight and inspection of these private teachers, and for that end that they be authorized to visit their schools at least once every quarter, and enquire into the conduct and behaviour of the masters, and to try the proficiency of the youth under their care, and report to the Lord Provost and Bailies the state of private teaching.¹ This being considered by the council, they approved thereof, and recommended these regulations to be observed in all time coming.

The committee of the town-council, who watched over the affairs of the University, was, in the year 1733, specially entrusted with all matters connected with the High School, and they were enjoined to visit the seminary on the first Monday of every month, accompanied by some of the professors and ministers.² It does not appear that the monthly visitation was long continued.

The appointment of Mr John Love to a mastership in February 1735, was an important acquisition to the school.

¹ Council Record, vol. i. 303-4.

² *Ib.* vol. iv. pp. 355-495.

His immediate predecessor was Mr Alexander Findlater, who had discharged his duty 'to the great satisfaction of every person.' Mr Love's scholarship was undoubted; and his professional qualifications had been tried and approved during a fifteen years' tenure of the rectorship of the Dumbarton grammar school.

In the summer of the same year, Mr Arbuthnot resigned his office of head-master. This worthy man was greatly respected by the community. In a memorial which he submitted to the consideration of his patrons in 1718, for an increase of salary, he mentions that the attendance at the school had been sadly affected by the removal to London of a large proportion of those who were its chief supporters. 'There were then,' says he, 'scarce any of the nobility, and very few of the gentlemen of the country residing in Edinburgh, and the youth who attended his instructions were almost altogether the children of burgesses.'¹

Mr John Lees, one of the under masters, was promoted to the rectorship;² and Mr William Creech obtained the situation which had thus been vacated. The council, as we have seen, so far back as December 1709, had enacted that the rector of the School should charge four shillings a quarter from each boy attending his class, and have besides a fee of one shilling sterling from each pupil in the classes of the four masters. The masters were to receive a quarterly fee of four shillings. Disputes had arisen as to the party who was to collect the head-master's shilling. Experience had also shown, that the shilling exacted from the pupils in the rector's "by the master of that class wherein the

¹ Council Record, vol. xlvi. pp. 27-8. In the minute here quoted, Arbuthnot states, that the salary of his predecessor Skene had been reduced from 500 to 300 merks. There was 'a great decay of the inhabitants of the city.' Arbuthnot got his salary raised in August 1718 from 300 to 500 merks.

² *Ib.* vol. lvi. p. 26.

compeared and offered themselves to a public trial for supplying the vacancy in the High School, viz. Messrs *William Lauder*,¹ *John Mearns*, *James Innes*, *James Wilson*, *James Anderson*,² *Walter Greig*, *Robert Anderson*, *William Brown*, and *John Rae*.

“After mature reflection and deliberation on the several parts of the trial prescribed to them the eight of February last, do give it as our judgment that, as to the extemporary trials upon some passages out of Livy, Horace, and Buchanan’s Psalms, eight of the above-named candidates performed very well, and by their explication of the several passages discovered such an acquaintance with the Latin

¹ *William Lauder*, mentioned in the text, was a native of Edinburgh, and an excellent scholar, but a person of very questionable character. He was a candidate for the chair of Humanity in the University of Edinburgh in 1734, when Mr John Ker, of whom we have lately spoken, was appointed. Lauder published a scurrilous pamphlet, now scarce, in which he gives an account of Ker’s inaugural lecture, in delivering which the professor “not only began with the *tremor oratoris*, but continued with it to the end.” After enlarging on Ker’s lecture in no measured terms, Lauder vents his spleen thus:—“The above wonderful Humanist ordinarily teaches the works of the immortal *Mars* in the following manner: while his left hand holds a copy of Virgil *cum notis in usum Delphini*, to assist him, I suppose, at a pinch, in the construction of the words, his right hand is fortified with a manuscript translation, collected from Ogilby, Lauderdale, Dryden, and Trapp; nor, upon occasion, is the aid of the learned and good [Gawin Douglas] bishop of Dunkeld, wholly neglected. *Quaeritur*, Whether is that method practised *memoriae juvandae causa*, or *judicii ergo*; or both?” On account of the poor appearance which the professor had made in the chair, Lauder—no doubt from interested motives—entreats him to abandon *private* teaching, and devote his whole attention to the interests of the University. Notwithstanding this unmerited attack, Ker was, in a variety of ways, kind to his traducer. In 1739, Lauder edited the well-known work entitled, “*Poetarum Scotorum Musæ Sacræ*;” and in 1740 became a doctor in the grammar school of Dundee. He afterwards published his notorious “*Essay on Milton’s Use and Imitation of the Moderns in his Paradise Lost*.” Lauder made a public recantation of this unfounded charge, and then hurriedly withdrew to Barbadoes, where he died in the year 1771.

² Elected one of the masters in 1739.

language that, in our opinion, any of them may in that respect be reckoned qualified for the vacant charge; and though some of them performed with a little more exactness and readiness than others, yet we do not think there is ground for making any remarkable difference among them. As to Mr Wilson, though he declined to explain the passage in Horace, yet on the rest of the passages he acquitted himself tolerably well, and deserves encouragement. As to the last part of the trial prescribed them, viz. the translating an English argument into Latin, though some of the candidates, viz. Mr William Lauder, Mr Walter Greig, Mr Robert Anderson, and Mr John Rae, particularly Mr Lauder, discovered a more elegant and polite turn of writing Latin than the rest, yet, in our opinion, the performances of the other five were such as might entitle any of them to the vacant office. *Sic subscrib.* Will. Wishart, D.D., Pr. C. Edin.; Patrick Cuming, P.H.E.; J. Ker, H.L.P.; John Lees, Sch. Edin. R.; Tho. Ruddiman, Bibl. Jurid. Pref."

The death of Mr John Leslie,¹ the accomplished teacher of the grammar school of Dalkeith, occasioned a vacancy which the Duke of Buccleuch took great pains to have properly supplied. The inducements held out, and the *personal* persuasions of his Grace were such, that Mr John Love, the ornament of the Edinburgh seminary, was induced to accept of the situation.² In Dalkeith he continued to discharge, with universal acceptance, those scholastic duties, to the performance of which he had so honourably been called, till his death, which happened September 20, 1750, in his

¹ Mr John Leslie is said to have been one of the ablest teachers in Scotland. He was eleven years master of the grammar school of Haddington, immediately before going to Dalkeith in 1731. Among his numerous pupils at Dalkeith, was Principal Robertson, the celebrated historian. Mr Leslie died August 18, 1739.—(Test. Regist. Edinb. ap. an.)

² Private information.

55th year. Ruddiman thus honourably speaks of him : " For his uncommon knowledge in classical learning, his indefatigable diligence, and strictness of discipline without severity, Mr John Love was justly accounted one of the most sufficient masters in the country."¹ For an enumeration of his elaborate writings, and notices of his family, the reader is referred to another portion of this volume.²

Mr James Anderson, schoolmaster of Selkirk, was chosen, in October 1739, the successor of Mr Love in the Edinburgh seminary.

Mr Robert Spence³ having, to the regret of the community, been removed by death in June 1742, was succeeded by Mr James Barclay, whose experience as a teacher, attainments as a scholar, and character generally, made his appointment one of great importance. But the Institution did not long retain his services. Dalkeith, for a second time, deprived the High School of one of its best masters. He repaired to that provincial town ; and like his predecessor, Mr Love, " conducted the business of the school with great ability and success, till he died in 1765."⁴ Many of his pupils, both in Edinburgh and Dalkeith, rose to great distinction in various walks of life ; and forty

¹ See Chalmers's *Life of Ruddiman* ; and Steele's *Statistical Account of Dalkeith*.

² See APPENDIX, pp. 89, 90.

³ Mr Spence's name was much before the Presbytery of Brechin and Synod of Angus and Mearns, before and after he came to the High School in 1717. He was charged with having been concerned in the rebellion of 1715. Steps were taken by the Church Courts to get him removed from the High School ; but the Magistrates stood forth with success in his defence. " We are glad to find," say they, " that our conduct in electing him will bear a review with ourselves, and abide a trial by others. We are so well satisfied with Mr Spence's loyal deportment since he came to this city, and with his extraordinary qualifications for his present station, that we cannot think of removing him, or relinquishing his cause."—Council Record, vol. xlvi. pp. 12 and 20.

⁴ Steele's *Statistical Account of Dalkeith*.

years after his death, at one of the anniversary meetings of Mr Barclay's scholars, the following spirited lines,¹ composed for the occasion, must have gratified those who had assembled to honour the memory of their learned and respected preceptor:—

Let us talk of old times, for the subject ne'er cloy,
When Barclay instructed, and we were but boys ;
How we scamper'd away to the North and South Esk,
As soon as our emperor quitted his desk.

He taught us how dactyle and spondee should flow ;
In our young tender bosoms he honour did sow ;
With virtue he trenched round so closely the mind,
That scarce a black sheép in his flock will you find.

On the bench, in the council, the senate, and bar,
Or when the shrill bugle sounds loudly to war,
'Tis the same,—a Leonidas have we to boast,
Pate Ferguson gloriously died at his post.

How well Bill Dalrymple his duty performed,
Sword in hand he attacked, and Amoa he stormed ;
The soldier's bold spirit he caught when a boy,—
It was roused when our master gave lectures on Troy.

Was our master a prophet ? why no, though the breast
Of his pupils he so analyzed and impressed
With lessons of virtue, that oft he foretold
Where talent lay dormant, and how 'twould unfold.

Barclay knew that young Wedderburn some day would grace,
At the head of the peerage, the woolsack and mace ;
He foresaw and foretold, that his pupil was born
The first of law courts in the world to adorn.

To the memory of Rosslyn !²—How much to the care
Of him who the young tender mind did prepare,

¹ I am indebted for a copy of these stanzas to the Rev. George B. Rutherford, parochial minister of Hounam, Roxburghshire, and a grandson of Mr Barclay. An original portrait of Mr Barclay is in the possession of his grand-daughter, Miss Shiels, Dunse.

² Alexander Wedderburn, first Earl of Rosslyn, received the elements of his classical education at the High School under Anderson and Lees.—

Did this first of lawyers and senators owe,—
Barclay, Tully's bold periods to Rosalyn did show.

Then let us as friends ever hail one another,
A school-fellow surely should be like a brother;
To the memory of Barclay a bumper we'll drink,
Who taught us with honour to act and to think.

Mr John Gilchrist, " sometime assistant to Mr John Love, schoolmaster at Dalkeith," though in a great measure a stranger in Edinburgh, presented himself with ample credentials as a candidate for Mr Barclay's place in the High School. " It is our unanimous opinion," said his examiners in their report to the town-council, " that from the whole trial Mr Gilchrist acquitted himself most to our satisfaction, and seems to deserve the office best." Acting on the principle, *detur digniori*, the patrons unanimously elected him.¹

In order to present these brief reminiscences of Mr Barclay, we have purposely deferred the mention of some particulars to which we would now advert. Mr George Drummond, than whom Edinburgh never enjoyed a chief magistrate more devoted to its interests, rejoiced when an opportunity offered in which he might speak favourably of the High School. Of the public examination in the year 1748, he made this statement:—

" The Lord Provost reported, that he and sundry of the

See *List of Eminent Pupils*, APP. No. XI. Whether his Lordship was ever at Dalkeith grammar school I cannot say; though, from the above stanzas, it is evident he was a pupil of Mr Barclay. But as the latter had a respectably attended private seminary, before his appointment to the High School, it is not improbable that Wedderburn may have then received instructions from him. Among the scholars of Dalkeith grammar school, besides Principal Robertson, we must not forget to mention Henry Dundas, the late Lord Viscount Melville, who was generally present at the social parties of " Barclay's scholars."—See *Life of Provost Creech*, prefixed to his " *Edinburgh Fugitive Pieces*, p. xii.

¹ Council Record, vol. lxi. p. 136.

magistrates and council had on Monday attended the examination, and that the boys behaved extremely well on that occasion; numbers of whom did greatly outdo the expectation of the gentlemen examiners, which gave universal content to all present, and did greatly add to the honour of their teachers."¹

Upon a petition from the rector and masters of this seminary, praying for an increase of their respective salaries, the corporation agreed, July 19, 1749, that the rector's salary, which had previously been five hundred merks, should be augmented to six hundred merks, or L.33 : 6 : 8 sterling; and that each of the classical masters should have L.20 sterling a-year.² The salary of the rector has recently, and very properly, been raised to £100 per annum, but, strange to say, no addition has been made since 1749, to the exceedingly small salaries of the masters.

At the annual visitation of the school which took place on the 31st of July 1750, "the examiners and every person present were highly pleased with the proficiency of the boys, and were of opinion their teachers had exerted themselves with uncommon diligence, and merit all due encouragement, both from the council and the parents of the children under their charge; especially as they may reasonably hope very soon to see their children acting their parts as useful members of society, owing in a great measure to the conduct and diligence of their teachers."³

The patrons have uniformly attended to any representation, respectably signed, which might in any way contribute to the comfort of those attending, or otherwise connected with this seminary. Thus, in October 1754, they received a communication from many of the inhabitants, who had children at the school, complaining of the inconvenience to

¹ Council Record (Aug. 3, 1748), vol. lxvii. p. 232.

² *Ib.* vol. lxviii. p. 142.

³ *Ib.* vol. lxix. p. 71.

them of the school meeting at two o'clock, especially in winter. To obviate the objections which were offered, the council agreed, that from the 1st of October till the sitting of the Court of Session in November, the masters should commence their scholastic labours at nine A.M., and dismiss at twelve noon; and that the boys should assemble again at three, and dismiss at five o'clock. It was also resolved, that from Martinmas to Candlemas the attendance should be from nine to three o'clock, and that on Saturday as other week-days; and "from February to the 1st of October that the said school meet and dismiss at the hours it is in use to do at that season; only that in the afternoon it meet at three, and dismiss at five o'clock."¹

Mr Robert Farquhar, who was at one time master of the grammar school of Forres, succeeded Mr James Anderson, who resigned his charge in the High School, after a faithful service of thirteen years. According to the records of the city,² Mr Farquhar, "both by his handsome appearance at a public comparative trial some years ago, and by most ample recommendations," had made such an impression on the council, that with great unanimity they called him to his new post.

The late Mr Henry Mackenzie, author of the "Man of Feeling," when nearly fourscore, had the kindness to communicate to the present writer the subjoined portion of an unpublished work, entitled "*Reminiscences and Anecdotes of Edinburgh in former times*:"—

"State of the HIGH SCHOOL, when I was there, at the age of six, from 1752 down to 1757.

"Rector LEES, a very respectable grave gentleman-like man, father or uncle, I am not sure which, of Lees, the Secretary of Ireland. He maintained great dignity, treating the other masters somewhat *de haut en bas*; severe,

¹ Council Record, vol. lxxii. p. 249.

² *Ib.*

and rather too intolerant of dulness, but kind to more promising talents. It will not be thought vanity, I trust,—for I speak with the sincerity and correctness of a third person,—when I say, that I was rather a favourite with him, and used, for several years after he resigned his office, and till near his death, to drink tea with him at his house, in a large land or building at the country end of the suburbs called the Pleasance, built by one Hunter a tailor, whence it got the nickname of ‘Hunter’s-Folly,’ or the ‘Castle of Clouts.’

“Masters continued.—*First*, or youngest class when I was put to school, FARQUHAR, a native of Banff-shire, cousin-german of Farquhar, author of a volume of admired, and indeed they may be called admirable sermons, and of Mr Farquhar, the vicar or curate of Hayes, a sort of ‘Parson Adams,’ a favourite of the great William Pitt, afterwards Lord Chatham. My master was a great favourite of his pupils, about sixty in number.

“*Second*. GILCHRIST, a good-humoured man, with a good deal of comedy about him; also liked by the class, in number somewhat exceeding Farquhar’s.

“*Third*. RAE, a severe, harsh-tempered man, but an excellent scholar, a rigid disciplinarian, and the only frequent flogger of the school; consequently very unpopular with the boys, though, from the reputation of his superior learning, he had more scholars than either of the above masters.

“*Fourth*. GIB, an old man, short and squabby, with a flaxen three-tailed wig, verging towards dotage, though said to be, in his younger days, a very superior scholar, and particularly conversant in Hebrew. He had then only twenty-five or thirty pupils, who liked him from the indulgence which his good-natured weakness and laxity of discipline produced.

“The scholars went through the four classes taught by

the under-masters, reading the usual elementary Latin books—for at that time no Greek was taught at the High School—and so up to Virgil and Horace, Sallust, and parts of Cicero. They were then removed to the rector's class, where they read portions of Livy, along with the other classics above mentioned. In the highest class some of the scholars remained two years. The hours of attendance were from seven to nine A.M., and after an interval of an hour for breakfast, from ten to twelve; then after another interval of two hours (latterly I think in my time three hours) for dinner, returned for two hours in the afternoon. The scholars wrote versions, translations from Latin into English; and, at the annual examination in August, recited *speeches* as they were called, being extracts of remarkable passages from some of the Roman poets.

“Of eminent men educated at the High School were most of the leading lawyers of Scotland. In modern times were President Hope, Mr Brougham, Mr Francis Horner, Mr Wilde, the great favourite of Mr Burke, Mr Reddie, town clerk of Glasgow, who, during the short time he was at the Edinburgh Bar, had a high reputation for his ability and knowledge of law. Lord Woodhouselee was at school with me, in the class below mine; so was Lord Meadowbank, who had for his tutor Mr Adam, afterwards rector. The Chief Commissioner Adam was of the same standing and class.”

In January 1759, Mr John Rae having received from the magistrates of Haddington an appointment to the rectorship of their grammar school, resigned his situation in this seminary. The town-council, by public advertisement, announced the vacancy, and invited candidates to come forward. A number of competitors appeared; when Mr Alexander Bartlet, whom the examiners declared to have given “the most satisfying proof of his sufficiency in point of literature,” was unanimously elected to fill the vacant

office. Mr John Lees, the learned rector of the High School, having, as already mentioned, resigned his office, transmitted a representation of his case to the patrons in July 1765. In that memorial it is stated, that he had served the town about twenty-nine years, first as one of the masters, and subsequently as rector. When promoted to the direction of the seminary, he found it, though the best constituted of any in the kingdom, very ill attended. Prompted by duty and interest, he applied himself with unwearied diligence, and, aided by his colleagues, had soon the pleasure to accomplish his object, and raise the school from ninety, the number which he found at his entrance, to two hundred and twenty pupils. In that flourishing state he left the school to his successor. But although he had gained his object, close attendance, the toilsome slavery of teaching, and much speaking, at last brought on an asthma, which increased so much, that he was most reluctantly obliged to quit his post when he found he could no longer conscientiously discharge its duties,—simply reserving to himself the salary for six years, which ended at Candlemas last. Mr Lees had realized by his profession a considerable sum, but “had the misfortune,” he says, “like many others, even the wisest and most cautious, to put it into hands that became bankrupt; that these losses now compelled him, though very unwilling, to supplicate the honourable magistrates and town-council for some relief; flattering himself that he should find them as generous to a worn-out and unfortunate servant as he found them, while in their service, the kindest masters and the best of patrons.”¹ The committee who had been charged with the consideration of this petition of Mr Lees, reported, that “his merit in promoting and establishing the reputation of the High School was well known; and that being now reduced to low circumstances by unavoidable misfortunes, and being in a

¹ Council Record, vol. lxxxi. pp. 120-123.

tender and valetudinary state of health, they were of opinion, that a sum equal to the salary of rector should be continued and made payable to the petitioner." To this proposition the town-council cordially acceded, and granted him a pension for life of six hundred merks. But this retiring allowance Mr Lees did not enjoy twelve months, having been removed by death in June 1766.¹

Mr Alexander Matheson, an usher in the grammar school of Haddington, and some time domestic tutor to Sir David Kinloch, Bart., of Gilmerton, succeeded to the head mastership. Subjoined is the report of the committee which had been nominated to test his literary qualifications:—

“ EDINBURGH, *February* 6, 1759.

“ Whereas, the Lord Provost and council have desired us, whose names are subscribed, to take trial of Mr Matheson with a view to succeed Mr Lees as rector of the High School of Edinburgh, we accordingly, after having conversed with and taken trial of the above Mr Matheson, do give it as our opinion that he is very well qualified for discharging that office in point of literature; and several of us, from our personal acquaintance of him, are very confident that the office in view, if given to him, will be extremely well supplied. (Signed) Robert Hamilton, Hugh Blair, Robert Dick, George Stuart, Daniel Maqueen, James Robertson, Robert Hunter.”²

Mr Matheson was unanimously chosen, with a salary of six hundred merks. He had studied at Aberdeen; and was accustomed to speak with delight of the pleasure and profit which he had received by attending the lectures of Dr Thomas Blackwell, author of the “*Life of Homer*,”

¹ In consequence of a petition signed by Janet Dallas, the relict of Mr John Lees, and Elizabeth and Ann Lees, his daughters, the town-council, August 6, 1766, granted them three hundred merks.—Council Record, vol. lxxxi. pp. 120-123.

² *Ib.* vol. lxxv. pp. 186-88.

and "Memoirs of the Court of Augustus." We have been informed by those who knew Mr Matheson, that he was an exceedingly acute man, and that his power of argument and illustration was uncommon. As a teacher he was very successful. He took great pains to make his pupils thoroughly acquainted with their tasks; and admirably explained every lesson which he had prescribed. His pronunciation was strikingly marked with the accent peculiar to Aberdeen. In the classes of the four masters too, which, in his capacity of rector, he regularly visited in rotation once a week for the first six months of each session, he was regarded as a strict examiner.¹

So exceedingly pleased had the magistrates been with the appearance made by the boys at the public examination in August 1762, that they ordered a considerable addition to be made to the usual prize books. To testify, likewise, their approbation of the efficient manner in which the teachers had performed their duty, they "appointed the Dean of Guild to admit and receive the five masters of the High School, to wit, Messrs Alexander Matheson, John Gilchrist, Robert Farquhar, Alexander Bartlet, and James French, to be burgesses and guild-brethren of this city, dispensing with the dues for good services done by them to the interest thereof: and resolved, that for the future none of the masters of the High School shall be admitted burgesses until after they are five years in office."²

Naturally of a weak constitution, a short while elapsed till Mr Matheson found himself unable for the duties of the public class. His place in the High School was supplied

¹ The information relative to Mr Matheson I chiefly received from the deceased Mr James Cromar, rector of the grammar school of Aberdeen, and from the late Dugald Stewart, Esq., the distinguished professor of Moral Philosophy in the University of Edinburgh. The latter was a pupil of the High School, first with Mr Matheson, and then with his successor, Mr Adam.

² Council Record, vol. lxxvi. p. 293.

by some of the most promising young men then in town. Among the number of his temporary assistants were two gentlemen, Mr Luke Fraser, and Mr Alexander Adam, who almost immediately afterwards became officially connected with this seminary.

Mr Gilchrist, an able teacher, having died in October 1766, Mr Fraser obtained the appointment in the following month by a comparative trial, in preference to a number of competitors. He was a native of Dumfries-shire, where he commenced his long and useful professional career. Like several of our most important institutions, the High School, as will be seen, stands much indebted to Dumfries-shire for some of its ablest teachers. The natives of that county, indeed, have long been noted for their intelligence, and predilection for study; and they have essentially contributed towards the literary reputation of Scotland. Mr Fraser wrote Latin with facility, elegance, and purity; and as he had besides evinced great aptitude for imparting instruction, his appointment was fortunate for Edinburgh.

The name of Mr Alexander Adam has also been introduced to the reader's notice. Though we have elsewhere,¹ from original sources, given a biographical sketch of that eminent scholar and teacher, we cannot refrain from inserting in this place a general outline of his personal history before he was placed in the rector's chair, which he so nobly adorned. This we do the more readily, as some documents illustrative of Mr Adam's early life have come into our possession since the article in the Appendix was printed. He was born, June 1741, at Coates in the parish of Rafford and county of Moray. His first teacher, Mr George Fiddes, was, as we shall presently show, an excellent specimen of those able and worthy men by whom the youth of our country were trained about the middle of last century. Mr Adam's father, a most respectable person,

¹ See APPENDIX, pp. 55-65.

Mr Adam's privations, during the first two years of his college life. The following account, hitherto unpublished, is derived from his *MS. Memoranda*.

About the beginning of the year 1758, and during the currency of his first session at the University of Edinburgh, he had the misfortune to lose his father, and the small sum which he had brought from the north being exhausted, he was at a loss what to do. He disliked applying to his kind patron Mr Watson ; and with true independence of mind was determined to live on his own resources, and the little which he obtained by private teaching. He lodged at the village of Restalrig, first in Mr Watson's country house, as mentioned in the Appendix, and afterwards with a neighbouring gardener. "The gardener," says Mr Adam, "was a Seceder, a very industrious man, who had family worship very punctually morning and evening ; in which I cordially joined, and alternately said prayers. After breakfast I went to town to attend my classes and my private pupil. For dinner I had three small coarse loaves called *baps*, which I got for a penny farthing. As I was now always dressed in my best clothes, I was ashamed to buy these from a baker in the street. I therefore went down to a baker's in the middle of a close. I put them in my pocket, and went up some public staircase to eat them, without either beer or water. In this manner I lived at the rate of little more than fourpence a day, including every thing." In the following session he lived in Edinburgh, and added to his *baps* a halfpenny worth of broth.

In the spring of 1760, Mr Adam, then a youth of nineteen, obtained the head mastership of George Watson's Hospital. Shortly after his appointment he received the following excellent letter from his old preceptor :—

Post-Office, Edinburgh. On quitting that appointment he made the tour of Europe, and collected for his private use many valuable and rare books. He died March 1832.

RAFFORD, *May 22, 1760.*

DEAR SIR,—I received yours, and am glad to hear that you are carried forward with your education in such an agreeable manner as you mention. Now, I cannot but congratulate you upon your late success in getting into business, which will give you an opportunity of prosecuting your studies at a small and trifling expense.

In taking a view of this kind and benevolent dispensation of Providence towards you, I hope you are beforehand with me in making this reflection, that you can never spend your time, talents, and opportunities to better purpose, than in promoting, as far as lies in your power, the honour and interest of your God and Saviour, and keeping alive within a sense of gratitude which will incline you to lay yourself out to walk worthy of such distinguishing mercies. Prosperity, no doubt, when quick and impetuous, in weak minds may make men too much elated with its insinuating and deceitful pleasures, so as to attribute too much to their own personal performance. But I hope you are of better established principles than to think that it can continue always, and are determined to show to the world, by the assistance of God, that instead of puffing you up, it will make you humble, decent, regular in every part of your conduct; and that when your Heavenly Father has been pleased to smile upon you, and to raise up friends for you, you must wholly ascribe it to the merciful and gracious nature of God, and not to any worth or excellence of yourself.

To behave with sobriety and moderation in prosperity, is an evidence of elevation and sublimity of thought, and plainly shows that the person thus acting discovers how much need he has to be upon his guard, considering the weakness of his understanding, and the bewitching pleasures of the world.

I see I must conclude, for I am afraid I have wearied

your patience. I desire you ever to remember the Lord and his goodness to you, and this will serve as thousands of arguments to you. I wish you all manner of success, and shall be ever glad to hear from you. I am, dear sir, yours affectionately,

Mr Alexander Adam,
Edinburgh.

GEORGE FIDDES.¹

The Rev. Mr Watson had taken a deep interest in the welfare of Mr Adam ; and had written to him several letters of counsel and encouragement. Those epistles happily have been preserved ; and do very great credit to the head and heart of the minister of the Canongate.² In November 1763, Mr Adam left Watson's Hospital, and became domestic tutor to the son of Mr Kincaid, who was subsequently Lord Provost of Edinburgh.

In April 1765, he was solicited to take charge of Mr Matheson's class. The task he found a very difficult one. He continued, however, to execute it till the examination, and for several weeks after the re-opening of the school, that Mr Matheson might find a proper successor. Mr Luke Fraser, as we have mentioned, entered on the charge, and continued in it till November 1766, when he became one of the stated masters. Mr Adam was then appointed by the town-council to teach the rector's class. The professor of Humanity, Mr George Stuart, had proposed to him to stand as a candidate for the vacant mastership,—a more lucrative situation,—during Mr Matheson's incumbency ; but the reply was, “ if he could not teach in the first place, he should never teach at all in the High School.” When he resumed the rector's class, it consisted only of between thirty and forty boys, but several of them were good scholars and made a very respectable appearance at next examination.

¹ This estimable man died in October 1794.

² Mr Watson's letters to Mr Adam are printed in the APPENDIX, pp. 57-8, and 59-60; and to them we beg to call the attention of our readers.

In the winter of 1766, the class was more numerous; and Mr Matheson having returned from the country some times taught part of the day along with Mr Adam, who learned much from the accuracy of the rector's method and the strictness of his discipline. In summer, Mr Matheson's health again gave way, and he left town. Complaints now began to be made of the rector's long absence, and the magistrates urged him to resign,—a step, however, which he for some time waived. At a civic entertainment, the conversation happening to turn on the state of the High School, Provost Laurie said, it had been customary to appoint the ordinary masters by a comparative trial, but that he thought the method improper for a rector, in whom various other qualifications were requisite besides a knowledge of Latin. Mr Adam's name was introduced, and the objection of his youth stated. Dr Maqueen, one of the ministers of the city, who sat near the Provost, asked, "How long will the objection of age be brought against this young man? It is now six years since the same objection was brought against him on his successful comparative trial for Watson's Hospital; and therefore the governors elected him only for half a year." Dr Maqueen having spoken further in very favourable terms, the Provost pointedly inquired, whether he considered Mr Adam to be fully qualified in regard to classical learning, Dr Maqueen replied, that if the Lord Provost would authorise him, he was quite willing to examine Mr Adam with a view to the rectorship, and report. The examination Mr Adam underwent was very sifting, and lasted for five hours. The Provost, that he might be still further assured of Mr Adam's qualifications, obtained an attestation from Professor George Stuart, who was known to be partial to another candidate. Professor Stuart's examination was not so long as Dr Maqueen's; but the passages which he selected for trial were very difficult,—the 18th chapter of the Second Book of Livy,

and the 6th Ode of the Fourth Book of Horace. "I should probably have failed," says Mr Adam, "had I not providentially,—so I have always considered it,—some time before, talked over the chapter in Livy with Mr Matheson, and read the ode of Horace by myself. I have ever esteemed my being prepared on the passages Mr Stuart turned up as one of the most fortunate circumstances of my life, as it gained me the approbation of one who was rather unfriendly."¹

A committee of 'the most learned men about Edinburgh' was then named by the town-council to examine Mr Adam, and their report as to his fitness was as follows :—

"EDINBURGH, *June 6, 1768.*

"In consequence of a remit to us to take trial of the qualifications of Mr Adam, we, whose names are here subscribed, do hereby declare, that after having taken trial of Mr Adam, we were fully satisfied that he is well qualified in point of literature to be rector of the High School. (Signed) Geo. Stuart, Patrick Cuming, Robert Hamilton, Robert Dick, Daniel Maqueen, John Erskine."²

On this report being read, Mr Matheson and Mr Adam were appointed joint-rectors.

Mr Adam agreed to give Mr Matheson L.40 per annum for three years, besides the salary (L.33 : 6 : 8); and L.50 a year, including the salary, ever after. To all appearance Mr Matheson had fallen into a deep consumption; and a residence at Bath, and other parts of England, was at the time of no avail. But his health returned, and he survived his withdrawal from public life upwards of thirty years, devoting his time to private tuition. Many who rose to great eminence embraced the opportunity of attending his classes; especially those who were desirous to renew their acquaintance with Greek and Latin. It was

¹ Dr Adam's MS. Memoranda.

² Council Record, vol. lxxxiii. p. 110.

his custom to set apart a portion of each meeting to converse in Latin, and he strongly recommended the observance of this practice. In Roman Antiquities he was particularly conversant.

Mr Matheson took violent exercise and long walks, which, under Providence, had the happy effect of restoring his health beyond expectation. In his summer peregrinations he has frequently been known to spend several hours with any ditcher whom he found busy at his humble calling ; and at his departure gave the rustic some gratuity for the loan of his pickaxe. The temptation was too great, he also confessed, to pass a barn where the thrasher was at work, without entreating that he might be indulged for a little with the use of his flail. In winter, when he could not go much abroad, he was in the habit of repairing to the shop of Mr Auchenleck, a well-known cutler, and amuse himself in driving the large wheel. One day, when thus employed, a medical student from the sister isle happened to call, and, in the course of conversation, talked boastingly of the attainments of his countrymen in classical lore. Auchenleck patiently listened till a supposed stigma was attempted to be thrown upon Scotland. Firing at this, and wishing to confound as well as convince his loquacious customer that his averments were most erroneous, he adroitly observed, that even some of his own workmen were by no means deficient. Having said this he singled out Mr Matheson, who in a quiet corner, at his voluntary task, had been all the while doomed to have his ear grated by this voluble pseudo-scholar, who held *quantity* at defiance. Matheson came forth, and to the utter confusion of the stranger, convinced him that learning was not exclusively the product of his native soil ; and from the spirited lecture of the *ci-devant* rector, the Irishman was soon made fully aware that his censure was premature and unmerited. Mr Matheson died at Edinburgh, April 1799.

To the preparation of a Latin and English Grammar, the new rector devoted his leisure hours. The subjoined account of the Grammar, and of the controversy which its publication and introduction into the High School occasioned, is from the pen of Dr Adam himself when in his 60th year; and it is, in our opinion, an extremely interesting literary document :—

“ Perceiving the hurtful effects of teaching boys Latin rules which they could not understand, by the advice of Principal Robertson and Dr Blair, I tried to compile a new grammar; which, after much labour, I in a few years completed. I submitted my work to the inspection of some of the best judges about Edinburgh, all of whom approved of it. Among the rest, Professor George Stuart, who afterwards became so inimical, had it in his hands for more than a fortnight. When he returned it, I asked the favour of him to meet with me in a tavern, that I might hear his remarks. With this request he readily complied; and, on the whole, told me that the grammar would do very well, but advised me not to be rash in publishing.

“ In the year 1771, I formed a resolution of making, during the vacation, an excursion to the continent, to observe the state of education there, and what grammars were taught in foreign schools. To give me as much time as possible, the magistrates very politely appointed the annual examination of the school in August some days earlier than usual.

“ In about a month after my return to Edinburgh, I received back from Mr Strahan the MS. of my grammar, enclosing a letter from Dr Lowth to Mr Cadell, with his opinion of the book. Dr Lowth's opinion was, on the whole, very favourable, and contained almost the very words of the Monthly Review for November 1772, where a character of the grammar was given on its publication. Long after, I was informed by Dr Rotheram, who, for several years, had the principal charge of conducting the Monthly Review, that Dr Lowth then took some concern in that periodical, and probably drew up the article on my grammar.

“ I might also have procured the opinion of Dr Samuel Johnson; but as Dr Blair, in his class, used to ridicule the style of that eminent author, I had not then the same high opinion of Dr

Johnson I afterwards entertained. Having dined at Mr Strahan's, where Dr Beattie was of the party, I went along with him to Dr Johnson's door, and left him there to pay his visit, without asking an introduction. The day after I had received Dr Lowth's opinion of my grammar, I again met Dr Beattie at dinner at Mr Kincaid's, and showed him Dr Lowth's letter. Dr Beattie desired I would send him the MS., and allow him to take it to Aberdeen, which I did with much pleasure.

"Next winter, before Dr Beattie returned the MS., with the foolish ardour of a young author, I became impatient to get it printed. There was that season a very long and severe storm, which entirely prevented ordinary travelling; but I had made an agreement with a printer, and through the indulgence of Mr Jackson, secretary of the Post-Office, the MS. was sent to me by Dr Beattie, in small parcels.

"Dr Beattie paid a great deal of attention to the work, and made many useful remarks on each parcel as he sent it. These I still preserve¹ as a valuable monument of his friendship. But the person from whom I derived the greatest advantage was Mr Dalzel, then tutor to Lord Maitland and his brother, and since professor of Greek in this university. He read over every sheet as it was printed, and favoured me with the most important observations. Each master in the school at the time also read the whole; and I still retain the proof sheets on which they made their remarks.

"The grammar was published in May 1772, and I immediately put it into the hands of my boys. I sent presents of copies to many persons, particularly to the neighbouring teachers; from several of whom I received letters of approbation. Among others, I sent a copy to Mr Harris, the author of *Hermes*, who acknowledged it in two very polite letters. The character of the book in the *Monthly Review* was very favourable. Little did I dream of the opposition it would afterwards meet with, and the vexation it would occasion me.

"A letter written to me by Mr Murray, master of the Grammar School at Musselburgh, with whom I was never acquainted, and whom I did not even know by sight, was very striking. He

¹ The proof sheets, with Dr Beattie's MS. corrections, are now preserved in the High School Library.

said he 'thought the grammar the best book he had ever seen for the purpose of teaching;' but added, that 'it had the deep-rooted prejudices of mankind to combat, and the opposition of a powerful party (meaning the friends of Ruddiman), who, I might be assured, would use every means in their power to damn it.'

"On my return to Edinburgh after the vacation, I found Mr Farquhar, one of the masters of the High School, had resigned, and his place filled by Mr Cruickshank, master of the Canongate School, whom I had recommended before I went to the country.

"While at Mr Cruickshank's house one evening, Mr Alexander Wood, surgeon, who happened to come in, suggested to me the propriety of applying to the magistrates to authorize my grammar to be taught in the school; a thing which I had never thought necessary. By Mr Wood's persuasion, however, I did apply to Mr Dalrymple, then Lord Provost, who very politely desired me to write him a card, mentioning what persons I chose, and that he would have them nominated as a committee to consider the matter, and report. I wrote to the Lord Provost accordingly, and a most respectable committee was appointed. After consulting with the masters of the school, the committee reported to the magistrates and council, 'that the grammar promised important improvements in the plan of education, and unanimously recommended it to be taught in the High School.' This report was made at the end of September. Having met with Provost Dalrymple at the Cross, I expressed my satisfaction at the report of the committee, expecting that the town-council would, in consequence of it, order my grammar to be taught, I was somewhat surprised when he abruptly said to me, that he would be a short time in office, and I might apply to his successor. Thereupon I went up to Mr Laurie, who was certainly to succeed as provost, and was standing at a little distance. But when I spoke to him, he answered with great tartness, that 'the report of the committee was all a d— job, to please the rector of the High School.' Mr Laurie, being no scholar himself, had been influenced by the friends of Ruddiman, particularly by Mr George Stuart, professor of Humanity, and Mr Robert Hunter, professor of Greek, who were not in town when the committee met. They were offended; the former at the largeness of my class, and the number of those who remained a second year; the latter,

because I had taken up a private class to teach some of my boys the elements of Greek. At their instigation, and probably with the concurrence of Dr Robertson, a reference was made to the Principal and Professors of the University to consider the affair of the grammar.

“In consequence of this reference, a *Senatus Academicus*, as it is called, was assembled, who gave in to the town-council a memorial or representation, waiving the consideration of the grammar, but requiring that I should be prohibited from teaching Greek, and that boys should not be allowed to attend me a second year.

“A copy of this paper was sent to me. It is as follows:—

“‘Unto the Right Honourable the Lord Provost, Magistrates, and Town-Council.

‘The Memorial and Representation of the Principal and Professors of the University of Edinburgh.

‘As soon as a sufficient number of Professors came to town, the Principal called a meeting of Faculty, and laid before them the remit of the magistrates and town-council concerning the introduction of Mr Adam’s grammar into the High School. After reasoning on the subject at considerable length, they agreed, as it required more mature deliberation, to appoint a committee of their number to prepare a report. This is now under consideration of the committee, and, when approved of by the Faculty, shall be presented, with due respect, to the honourable magistrates and town-council.

‘But, in the mean time, we beg to lay before our honourable patrons some particulars which affect the prosperity of the University so nearly, and are of such importance to the plan of education in this city, as to call for their immediate attention and interposition.

‘About the beginning of October the Rector of the High School opened a class for teaching the elements of the Greek language, which a considerable number of his scholars attend. In this, as well as all other Universities of Scotland, the Greek Class is elementary. The Professor begins to teach his students the first principles of that language, and instructs them in the grammar until they are capable of reading the authors in that language.

‘By this innovation of the Rector’s, it is evident that an encroachment is made on the province of the University, and he

deprives the Professor of Greek of students, who, according to the accustomed course of education, should have attended his class. We have inspected two sets of regulations concerning the course of education in the High School, framed by the Professors of the University, at the desire of the magistrates, and confirmed by acts of council, the one in A.D. 1644, the other A.D. 1710; and by both of these the High School is considered only as a Latin school, nor have any of the present Rector's predecessors thought themselves entitled to teach Greek.

“As the magistrates and town-council are patrons both of the University and High School, we trust, in their attention to the welfare of both these seminaries of learning, that they will prevent any interference between them, and will not permit such an encroachment upon the University by a Master under their authority, but limit him to his proper function of teaching the Latin language, as sufficient to employ his whole time and attention.

‘Another practice has been introduced into the High School, which they consider not only as hurtful to the University, but to the education of youth in this city. A considerable number of scholars, after attending the High School five years, which, by the above regulations, is declared to be a complete course, remain during a sixth year in the Rector's Class.

‘We acknowledge that in some particular cases, where a boy is of slow capacity, or has been uncommonly negligent, that he may be kept at the High School during a sixth year with propriety and advantage. But the practice has of late increased greatly; and we can with confidence assure our honourable patrons, that scholars who have finished the fifth year of their education, and have made tolerable proficiency in the Latin language, must suffer by being joined during a sixth year with boys of an inferior class, who are not only a year behind them in their course, but who come to a new master unacquainted with those peculiarities in his mode of teaching which are familiar to the other. Though we consider this practice as tending to retard the progress of youth in the knowledge of Latin, we are sensible that it cannot be so easily corrected as the former, by the interposition of our honourable patrons.

‘But in order to render the plan of education more perfect, and to remove this evil, we propose that the Professors of Greek

and Latin, instead of teaching as at present, at the same hours, shall, for the future, teach both their public and private classes at different hours, so that a student may attend both during his first year at the College. Thus his time will be more fully employed. He will begin the study of Greek at a more early period of life, and by attending first the public and then the private classes of Latin and Greek, may make further progress in both than according to the present arrangement, and all occasion of interference between the University and High School may henceforth cease.

“Edinburgh College, Nov. 17th, 1772.

‘By order of the Faculty,

‘WILLIAM ROBERTSON, *Principal*.’”

“I was desired to give in an answer to the Memorial. I drew up my answer with great freedom, showing by the strongest arguments the unreasonableness of both requisitions made in the representation. Before giving in my answer, I read it to Principal Robertson, who, though he bit his lips on hearing it, yet had the candour to say it was all very well. I delivered the answer in person to Provost Laurie. Nothing was done by the magistrates concerning the affair. My class continued to increase.

“In the mean time, the most virulent attacks on the grammar appeared in the *Weekly Magazine*; and a shilling pamphlet against it was published by Professor George Stuart, and his son Dr Gilbert Stuart. They also succeeded in introducing into the *Mercury* a scurrilous article personal to myself.

“I never wrote a line in reply to any of these invectives, but took effectual measures to prevent their insertion in the public newspapers.

“The masters of the school, influenced by the proprietors of Ruddiman's books, and by Professor Stuart, never adopted my grammar. Mr Nicol did for one course, and was the only exception, but he latterly became most hostile.”

The grammar controversy occasioned great uneasiness to Mr Adam; but, after many years' disputation, he had the happiness to find his work extensively adopted as a text book, not only in Britain, but in America.¹ Such a Me-

¹ In Chalmers's *Life of Ruddiman*, pp. 390-403, several papers relative to Mr Adam's grammar will be found; particularly the opinion of the

morial as that of the *Senatus Academicus*, which is embodied in the preceding extract, exhibits a monopolizing spirit unworthy of the learned body from whom it emanated.

In the autumn of 1772, the magistrates accepted of the resignation of Mr Robert Farquhar, one of the masters of the school. For more than twenty years he had taught with great assiduity, very much to the satisfaction of the public. Mr William Cruickshank, rector of the Canongate grammar school, was unanimously appointed in his stead. In the month of December of the following year, the High School was deprived by death of the services of Mr Alexander Bartlet, who is characterized as "a good teacher, an excellent classical scholar, and an honest man."¹ Mr William Nicol, student in divinity, became the successor of Mr Bartlet in February 1774.²

The class-rooms, which were low in the roof, and by no means in a comfortable state, could not now accommodate the pupils, who had considerably increased in number. Repeatedly had the unsuitableness of the old building been brought under the notice of the Corporation; but the lack of municipal revenues prevented any thing being done. In consequence of this several of the principal citizens, among others Sir William Forbes, Bart., Mr William Dalrymple, Dr John Hope, professor of botany, and Mr Alexander Wood, surgeon, set on foot a voluntary subscription for rebuilding the High School on a more extensive and commodious plan. This intention on the part of the inhabitants was formally brought under the notice of the patrons on the 8th March 1775, when the town-council agreed to

Senatus Academicus, and of the masters of the High School. Through the agency of Dr Witherspoon, the grammar was introduced into the United States.

¹ Ruddiman's *Weekly Mag.* vol. xxii. p. 416.

² See APPENDIX, pp. 94-96.

contribute three hundred guineas. The members of the noble and patriotic family of Buccleuch subscribed five hundred pounds; Alexander Wedderburn, then Solicitor General of England, and afterward Lord Chancellor, gave one hundred guineas to re-erect the school in which he had been educated; and like sums were sent by John Earl of Hopetoun, and Sir Laurence Dundas, Bart., M.P. for Edinburgh. We find from the magazines and newspapers of the day, that the undertaking excited much interest, and was liberally countenanced. Two thousand pounds were thus raised; but the building cost double that sum before it was finished. A plan designed by Mr Alexander Laing, architect, was adopted.



VIGNETTE—View of the High School founded in 1777.

In April 1777 the committee of subscribers intimated to the council that Mr Laing would proceed in two months with the work; and that they had “received from the managers of the Royal Infirmary a piece of ground from their garden for enlarging the present area, and had reason to hope that the Incorporation of Surgeons would, for

the same purpose, yield them a small piece of ground from their garden adjoining ; that, in order to place the new school properly, it will be necessary to pull down the two school rooms to the east of the rector's class ; the hall under the other three might be divided into two for their accommodation."¹ This request was readily complied with. The old school² stood in a line due east and west, and in the same parallel with the north gable of the new edifice, which, as represented in last page, conformably to the plan, consisted of two stories, measuring in length, north and south, 120 feet, by 36 feet broad. In the lower story was the great hall, designed not only for public occasions, but also for the teachers meeting with their pupils every morning for prayers. On the right and left of the hall were two rooms, the one being for a library, the other for the use of the writing master. From the hall three different staircases, projecting from the back of the building, led to the floor above, which was divided into five apartments, that each class might be separately accommodated ; the rector's class room occupied the centre. Such is a general description of Mr Laing's design, which, as has been said, he was chosen to carry into effect.

The foundation stone of the school was laid with due solemnity, on the 24th of June 1777, by Sir William For-

¹ Council Record, vol. xcv. pp. 94-97. Two pamphlets were published on the subject of the building in 1775. The one from the subscribers' School to the undertaking was entitled, "Proposals for a New Grammar in Edinburgh;" the other, written by a party hostile to the erection, 'Considerations on the Proposals for Building a New Grammar School in the City of Edinburgh; setting forth the inutility of such a scheme, and the prejudice that may result therefrom to education. With a Proposal for the Increase of Latin Schools, and some Observations on the present mode of Teaching.'

² At p. 14, a view of the old school-house has been given. See Kincaid's History of Edinburgh, pp. 187, 188; and Arnot's Hist. of Edinb. 8vo. edition, p. 324, for a description of the edifice.

bes, Bart., of Pitsligo, Grand Master Mason of Scotland.¹ We learn from the public prints of the time, that “all the public bodies turned out on this auspicious day, and an innumerable crowd of spectators.” The procession moved from the Parliament Square in the following order:—The Lord Provost and magistrates in their robes; the principal and professors of the University in their gowns; the rector of the High School in his gown at the head of his class, the scholars three and three, the smallest sized boys in front; the four masters in their gowns, each at the head of his class, the scholars three and three; sixteen Masonic Lodges, and many noblemen and gentlemen.

After proceeding down the High Street and Blackfriars' Wynd,² on arriving at the High School Yards, the company entered the area where the new school-house was to be erected. The usual ceremonies having been gone through, the Grand Master spoke as follows:—

“My Lord Provost and gentlemen of the Magistracy, Reverend Principal and Professors of the University of Edinburgh. In the name of the Grand Lodge of Scotland, and of the ancient and honourable Fraternity of Free and Accepted Masons, as well as in my own, I beg leave to return our united thanks for the honour this day done us by your presence at laying this foundation-stone. May the city of Edinburgh continue to be blessed with able and upright magistrates, ever watchful for the public good; and may this University, now so celebrated over the world, be at all times equally happy in professors, whose learning and abilities may not only preserve, but give an additional lustre to that reputation which she has, through your means, so justly acquired!

“With the prosperity both of the city and the university, I consider this work, now so happily begun, to be most intimately

¹ See Scots Magazine, vol. xxxix. pp. 332-334; Ruddiman's Weekly Magazine, the Edinburgh Evening Courant, and the Caledonian Mercury of the period, for several additional particulars.

² The South Bridge, across the Cowgate, was not erected till the year 1785.

connected; for, in this seminary of learning, the foundation is laid of all useful knowledge, and there the minds of youth receive impressions which often determine the fate of all their future fortunes. As a citizen of Edinburgh, therefore, as well as a member of that committee to whose care the conduct of this building has been entrusted, I beg leave to express my own and the committee's warmest acknowledgments, not only to you, my Lord Provost, and the gentlemen here present, but to all those persons of distinction, in both kingdoms, who have already so generously contributed to the erecting of this school-house. After having fortunately surmounted a variety of obstacles which unavoidably attend the commencement of every public plan, we rejoice in the idea of seeing it now carried on with ardour, and without interruption. As good citizens we are glad at the prospect of not only promoting that most important of all objects, the public education of youth, but of adding somewhat to the grandeur of the city by a building which, though meant to be void of all superfluous ornament, will, we trust, exhibit a decency of appearance well suited to the purpose it is intended to serve; and, as parents, we fondly flatter ourselves with the pleasing hope, that our children, and our children's children, to the latest generation, will reap the benefit, and feel the happy effects of your public-spirited and well-timed munificence.

“ To you, Mr Rector, and to your colleagues of the High School, I rejoice in this opportunity of publicly expressing the approbation of every citizen, for the uncommon attention you have hitherto bestowed on the education of the young gentlemen committed to your care. The high character which your school has acquired, can receive no stronger testimony than from the number of scholars now present: and, I persuade myself, we have this day exhibited a spectacle the most pleasing of all others to the city; for no sight can be more interesting to a community in general, and to parents in particular, than the appearance of so many comely boys as have walked in procession to attend our solemnity. I cannot doubt that you will earnestly endeavour to preserve the high reputation of this seminary of learning, by the utmost exertion of your zeal and assiduity; that you will make it subservient, not only to the acquiring of languages, which, though the most obvious, is not the sole object of a grammar

school, but that you will be ever watchful to instil into the minds of your youthful charge the true principles of virtue and religion, that they may thereby be rendered worthy men, and valuable members of society.

“ To the Right Worshipful Masters, the Worshipful Wardens, and all my worthy Brethren who have honoured me with so very numerous and respectable an attendance in my public character on this occasion, I beg leave to return my warmest thanks. It shall ever be my pride and my pleasure to express my gratitude by contributing all in my power to the honour and the interest of that society, to the head of which your partiality has exalted me.

“ As we are all equally interested in this important—I may even say national—work, which we have now begun, permit me earnestly to recommend to you all, my brethren, to exert yourselves, as far as the influence of each individual may extend, in procuring contributions towards carrying it on ; for, although the sums already subscribed be indeed considerable, they are yet far short of the money that will be required to bring it to a happy conclusion.”

Sir William Forbes, who delivered the above address, was an eminent banker in Edinburgh, and was universally respected and esteemed. In the prosperity of the religious, benevolent, and literary institutions of the city he took a lively and an active interest. The High School, in particular, received a large amount of the worthy baronet's time and anxious consideration ; and besides his own personal services, which were cheerfully rendered, he was instrumental in getting his influential friends to patronise this undertaking. In addition to those already noticed, Lord Provost John Dalrymple, and Mr John Wauchope, Writer to the Signet, deserve to be specified, as having conferred no small benefit on the community by their zealous endeavours in the same good cause.¹

¹ On the 21st April 1779, the town-council agreed to pay L.200 in aid of the building fund ; and on the 3d May 1780, at the suggestion of Sir William Forbes, they “ granted and disposed to the committee of the subscribers for erecting a new school-house, the profits that may arise

In August 1780, Mr Edmund Butterworth was chosen writing master. He was noted for the elegance of his penmanship, and for his success as a teacher. The office in the High School to which Mr Butterworth was appointed had been some time in abeyance, in consequence of Mr MacLure, the former incumbent, having deserted his post. The act of council electing him was now rescinded. MacLure was an eccentric person. He fought at the battle of Falkirk in 1746, but in what military capacity he served has not transpired. This, however, is known, that he was captured by the rebels, and that on being searched by them, there was discovered, to their great amusement, under his waistcoat, a large paper label, bearing these words:—“This is the body of John MacLure, writing master in Edinburgh; whoever finds the same is requested to give it decent christian burial.” For more than thirty years he survived the engagement, of the results of which, in so far as he was personally concerned, he seems to have been sensitively apprehensive.¹

We have arrived at that period in the history of the High School when Sir Walter Scott was enrolled as one of its pupils.²

from a gratis play in the month of February 1781, 1782, 1783, and 1784, to enable them to complete the school; this is agreeable to the contract entered into, dated 14th February 1768, between the council and David Ross, Esq., late of Covent Garden, London, who obliged himself to give annually the profits of a play, to be named yearly by the magistrates, after defraying the usual expense of the house.”—Council Record, vol. xcix. pp. 44-49.

¹ Private information. In the “Tales of a Grandfather,” notice is taken of this circumstance about MacLure. Sir Walter Scott’s Works, royal 8vo. edition, vol. iv. p. 304, note 4.

² As notices regarding the early instructors of Sir Walter Scott ought to be preserved, we may here give a few particulars relative to Mr John Leechman, who was his first public preceptor in English. When Walter Scott attended him the school was in Hamilton’s Entry, Bristo Street; and this worthy teacher was so much esteemed by the poet’s father, that for many years he was a weekly guest of the family. On the 4th Janu-

Sir Walter Scott, one of the many distinguished pupils of this excellent seminary, thus adverts in his "Autobiography" to his connexion with this seminary:—

"In 1779 I was sent to the second class of the grammar school, or High School of Edinburgh, then taught by Mr Luke Fraser, a good Latin scholar, and a very worthy man. Though I had received, with my brothers, in private, lessons of Latin from Mr James French, now a minister of the Kirk of Scotland, I was nevertheless behind the class in which I was placed both in years and progress. This was a real disadvantage, and one to which a boy of lively temper and talents ought to be as little exposed as one who might be less expected to make up his leeway, as it is called. The situation has the unfortunate effect of reconciling a boy of the former character (which in a posthumous work I may claim for my own), to holding a subordinate station among his class-fellows, to which he would otherwise affix disgrace. There is also, from the constitution of the High School, a certain danger not sufficiently attended to. The boys take precedence in their *places*, as they are called, according to their merit, and it requires a long while, in general, before even a clever boy, if he falls behind the class, or is put into one for which he is not quite ready, can force his way to the situation which his abilities really entitle him to hold. But, in the meanwhile, he is necessarily to be the associate and companion of those inferior spirits with whom he is placed; for the system of precedence, though it does not limit the general intercourse among the boys, has nevertheless the effect of throwing them into clubs and coteries, according to the vicinity of the seats they hold. A boy of good talents, therefore, placed, even for a time, among his inferiors, especially if they be also his elders, learns to participate in their pursuits and objects of ambition,

ary 1792, Mr Leechman was appointed one of the four English masters on the city's establishment, and continued to hold that office with respectability till his death, which happened September 9, 1811. He was a public teacher in Edinburgh for more than forty years, and discharged the important duties of his profession with propriety and success. Walter Scott, on leaving Mr Leechman's school, was placed under the domestic tutorage of Mr James French, who prepared him, as mentioned in the text, to join Mr Luke Fraser's *second* class in October 1779.

which are usually very distinct from the acquisition of learning; and it will be well if he does not also imitate them in that indifference which is contented with bustling over a lesson, so as to avoid punishment, without affecting superiority, or aiming at reward. It was probably owing to this circumstance that, although at a more advanced period of life I have enjoyed considerable facility in acquiring languages, I did not make any great figure at the High School—or, at least, any exertions which I made were desultory and little to be depended on.

Our class contained some very excellent scholars. The first *dux* was James Buchan, who retained his honoured place, almost without a day's interval, all the while we were at the High School. He was afterwards at the head of the medical staff in Egypt, and in exposing himself to the plague infection, by attending the hospitals there, displayed the same well-regulated and gentle, yet determined perseverance, which placed him most worthily at the head of his school-fellows, while many lads of livelier parts and dispositions held an inferior station. The next best scholars, *sed longo intervallo*, were my friend David Douglas, the heir and *élève* of the celebrated Adam Smith, and James Hope,¹ now a Writer to the Signet, both since well known and distinguished in their departments of the law. As for myself, I glanced like a meteor from one end of the class to the other, and commonly disgusted my kind master as much by negligence and frivolity as I occasionally pleased him by flashes of intellect and talent. Among my companions, my good-nature, and a flow of ready imagination, rendered me very popular. Boys are uncommonly just in their feelings, and at least equally generous. I was also, though often negligent of my own task, always ready to assist my friends, and hence I had a little party of staunch partizans and adherents, stout of hand and heart, though somewhat dull of head, the very tools for raising a hero to eminence. So, on the whole, I made a brighter figure in the *yards* than in the *class*.

After having been three years under Mr Fraser, our class was, in the usual routine of the school, turned over to Dr Adam, the Rector. It was from this respectable man that I first learned the value of the knowledge I had hitherto considered only as a burdensome task. It was the fashion to remain two

¹ James Hope, Esq., W.S., died November 14, 1842.

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When let the shortest thing call man
Whose life's compass within a span;

To hear his homage raise;

We often praise the evening clouds,
And tinted gay, and bold,
But seldom think upon our God,
Who tinge these clouds with gold.

Walter Scott.

years at his class, where we read Cæsar, and Livy, and Sallust in prose, Virgil, Horace, and Terence, in verse. I had by this time mastered, in some degree, the difficulties of the language, and began to be sensible of its beauties. This was really gathering grapes from thistles; nor shall I soon forget the swelling of my little pride when the Rector pronounced, that though many of my school-fellows understood the Latin better, *Gualterus Scott* was behind few in following and enjoying the author's meaning. Thus encouraged, I distinguished myself by some attempts at poetical versions from Horace and Virgil. Dr Adam used to invite his scholars to such essays, but never made them tasks. I gained some distinction upon these occasions, and the Rector in future took much notice of me, and his judicious mixture of censure and praise went far to counterbalance my habits of indolence and inattention. I saw I was expected to do well, and I was piqued in honour to vindicate my master's favourable opinion. I climbed, therefore, to the first form; and, though I never made a first-rate Latinist, my school-fellows, and what was of more consequence, I myself, considered that I had a character for learning to maintain. Dr Adam, to whom I owed so much, never failed to remind me of my obligations when I had made some figure in the literary world.¹

Among the papers of the late Dr Adam, we were much gratified in discovering several prosaic translations from the classics, and two metrical school exercises of Sir Walter Scott. Though the verses have already been printed in the *Life of the Poet*, a *facsimile* of one of the pieces has now, for the first time, been executed as an appropriate ornament to this volume. The lines in question, written by the Author of "Waverley" in July 1783, when in his twelfth year, will doubtless be regarded as a valuable and curious memorial of that distinguished individual. The piece is entitled—

" ON THE SETTING SUN.

" Those evening clouds, that setting ray
And beauteous tints, serve to display

¹ Lockhart's *Memoirs of the Life of Sir Walter Scott*, 2d edition, vol. i. pp. 37-44.

Their great Creator's praise ;
Then let the short-lived thing call'd man,
Whose life's comprised within a span,
To him his homage raise.

We often praise the evening clouds,
And tints so gay and bold,
But seldom think upon our God
Who tinged these clouds with gold !”

It may be noticed in passing, that not a few similar youthful essays, chiefly translations from the Latin classics, in prose and verse, by other eminent pupils still alive, are deposited in the High School Library. We have not felt at liberty, however, to publish any of those interesting memorials of the juvenile efforts of those who were prosecuting their classical studies under Dr Adam sixty or seventy years ago. Exercises by Charles Hope, Henry Brougham, Mountstuart Elphinstone, James Buchan, and others, have also been preserved. The individuals just named, as also Francis Jeffrey and Henry Cockburn, seem to have made frequent use of the library attached to the High School. In the MS. catalogue the signature of the reader is inscribed at each entry. We confess we were not a little gratified in looking at the hand-writing, in boyhood, of many who have since signalized themselves, and in inspecting the lists of the works with which they then occupied their leisure hours. For example, by the catalogue it appears, that Sir Walter Scott then perused Langhorne's Plutarch, Robertson's History of Scotland, Goldsmith's Greece and Goldsmith's England, the World Displayed, the Annual Register, Sully's Memoirs, and all the Voyages and Travels of which the library could at that time boast.

The mode of conducting the rector's class about this period was, we have been told, nearly as follows :—The construing of the lesson given out the day before was per-

formed by the boys at the head of the class, and questions were put on the construction, parsing, history, and antiquities. After the lesson had been translated twice or three times by the boys of the first form, the business of translating was continued during the remainder of the hour, generally by going down the class regularly, and occasionally by asking if any one near the bottom of the class would undertake to translate, and so rise to the level of the next who was found prepared. Thus, after the first half hour, the rest of the time was spent in a repetition of the same thing. Every Friday an exercise was written by the boys in the low schoolroom, always from English prose, dictated by the rector.

Exercises were likewise prescribed to be done at home, consisting of translations from the classic read, or a portion of Mair's Introduction; while translations from Virgil into English verse were also encouraged and shown up. These exercises were generally corrected in the class by the master. Passages from Dr Adam's Grammar, to be committed to memory, were given out and questioned upon; and the same plan was adopted pretty rigorously with his Roman Antiquities. These exercises and examinations, with a little sprinkling of anecdote, made up the business of the Latin class. Geography, ancient and modern, was not forgotten. The pupils did not, at this period, from a cause already sufficiently explained, make very great progress in the Greek language in the *public* class.

David, Earl of Buchan, the zealous founder of the Society of Antiquaries of Scotland, has published his opinion of the seminary, in a letter to his distinguished brother, who afterwards became Lord Chancellor of England.¹ "I have," says his Lordship, "visited the school frequently, not only on public days, when the boys are

¹ It has been stated in more publications than one, that Lord Chancellor Erskine received the elements of his classical learning in the High School of Edinburgh; that honour, I suspect, belongs to the Grammar

always prepared to make their best appearances, but on other days, when I was not expected, and have always come away with the highest satisfaction." In the spring of 1782, this nobleman paid a more formal visit, and in the Great Hall of the School harangued the teachers and the assembled scholars. He addressed the pupils as follows:—

"GENTLEMEN,—It gives me great satisfaction to observe the progress you have made in classical erudition, useful knowledge, and regular manners, under the tuition of your excellent preceptors. I entreat you, that when you leave these schools, and the colleges which are to follow them, you will not allow your attachment to the classics or your thirst for knowledge to abate, by mixing too much in the fashionable follies, dissipation, or slothfulness of the age. Cultivate manly exercises, and learned occupations; retain manly sentiments, and never be ashamed of being thought singularly good, or rigidly virtuous.

"The eyes of philosophers and patriots are upon you, and I am anxious in the expectation, that in you the desires of my heart, the vows of your parents and guardians, and the hopes of your native country, will not be disappointed.

"You form a respectable part of the rising generation, from the form and colour of which the ruin or salvation of your country is to arise. It is needless for me therefore to add more."¹

To his Lordship's speech Dr Adam made a suitable reply in the Latin language.

School of St Andrews, when under the able rectorship of Mr Halket, a noted disciplinarian.

¹ 'Letter from the Earl of Buchan to his Brother, the Hon. Thomas Erskine, Counsellor at Law, on the subject of Education; accompanying a Latin Address to the Rector of the High School of Edinburgh, and one in English to the boys in the highest class of that School.' Edinb. 1782, 8vo. This pamphlet was liberally circulated by his Lordship among those who had heard the addresses which it contains.

In the month of June 1786, Mr James French, a person of great worth, and a successful teacher, intimated his intention, by reason of growing bodily debility, of withdrawing from the school at the close of the session. The town-council set a great value on his services, and besides passing a unanimous vote of thanks to him, they agreed to allow him to retain his salary, with ten pounds additional.¹ Mr Alexander Christison, rector of the grammar school of Dalkeith, was chosen to fill the mastership which Mr French had resigned, but was to receive no salary from the city during the life of his predecessor. Mr Christison's character stood high in public estimation. He had been an indefatigable student; and, though possessed of no original advantages of birth or fortune, gradually raised himself to eminence and respectability.²

The valuable writings of the rector, which may be regarded as running commentaries on the classics usually read at public schools, greatly contributed to bring the High School into a very favourable point of view in England. As soon as Dr Adam published his "Roman Antiquities," his reputation as a scholar of great erudition spread far and wide. As a specimen of his epistolary intercourse with distinguished scholars in the south, we give his correspondence with Dean Vincent,³ the learned head-master of Westminster School. The Dean thus writes to Dr Adam:—

"SIR,—I have examined your 'Roman Antiquities' with great attention, and am so well pleased with them that I

¹ See APPENDIX, p. 92. Mr Robert Chambers, in his *Traditions of Edinburgh*, has given an account of the anniversary meetings of Mr French's scholars.

² APPENDIX, p. 96.

³ Dr Vincent was regarded as one of the soundest scholars in Europe, an admirable critic, and a most accomplished geographer. See his valuable "*History of the Commerce, Navigation, and Discoveries of the Ancients, in the Indian Ocean*." 2 vols. 4to.

shall introduce them to my boys. I had myself ordered one of our assistants to translate Cellarius, and add somewhat from Vastel's edition of it, meaning it for a cheap school-book; but I shall certainly not print it at present, for though yours is a large price for a school-boy, I am sensible there is a great deal of letter-press in it. I think when you publish it again our London booksellers would make it a neater book, but perhaps you rather chuse it to be in as cheap a form as may be.

"I receive Murray and Belches from your hands at this meeting of the school; and though they are both in the same class, I can place Murray a year higher, from his having been taught Greek by private tuition. I know how next to impossible it is to make any alteration in modes; but if the High School could admit of beginning Greek earlier, it would be of great service to such as may hereafter be sent up to Westminster. We have had many of late years, and I always receive them with pleasure, as they are very well taught, and seem always to have been brought up much better domestically than the generality of our countrymen; and good examples at home are the best security for good morals in a public education.

"I particularly approve of your giving the Latin phrase to each particular in your Antiquities: it must be one of the best instructions for Latinity if we can make the boys use their eyes.—Believe me, with great esteem, your most humble servant,

"Dean's Yard,
June 22, 1791."

"W. VINCENT.

About seven years afterwards Dr Adam was favoured with the subjoined letter from Dr Vincent:—

"DEAR SIR,—My 'Nearchus' sailed last Tuesday. When he may reach Edinburgh I cannot say, but if you will enquire for him and examine the course he has pursued, I shall esteem it a particular kindness; as a good word from you, if he deserves it, will go far to give him a favourable reception among your countrymen.

"Mr Doig's¹ correspondence and mine has been of the most friendly and liberal kind; and I cannot help venerating a man of fourscore, who talks not only of answering me, but of publishing the history of the Greek language from its birth to its burial. I have taken some pains to convince him that our opinions are not so opposite as he conceives, and I believe, by a second letter from him, he is partly convinced; so that I have no doubt his public attack will be as liberal as his private correspondence. For the credit of Greek literature in this country, I will inform you that 750 copies of my two pamphlets have been sold. I published only 250 of the last, thinking that the discussion of such a subject would not find purchasers, but they are sold almost to the dregs.

"I congratulate you on the success of your 'Geography,' which I foretold, and I see a new edition going on. May all your labours prosper! I cannot yet judge of mine, but if you will or can speak kindly of them, I shall have a better opinion of them myself.—Believe me, your most faithful and obedient humble servant,

"Dean's Yard,
Feb. 6, 1797."

"W. VINCENT.

The rector replied, on the 18th of April, to the headmaster of Westminster School; and from his answer we give the following extracts, as showing the estimation in which he held Dr Vincent's services to classical literature, and as illustrative too of his own habits while engaged in teaching:—

"After perusing your 'Nearchus' I gave it to a friend who is an excellent classical scholar and a good judge. His opinion of it coincides with my own, that it does you great honour. He was particularly pleased with your account of the mouths of the Euphrates.

¹ *David Doig*, LL.D., was forty years Rector of the Grammar School of Stirling, where he died March 15, 1800, at the age of eighty-two. Dr Doig wrote a profound treatise on the ancient *Hellenes*, which is printed in the 3d vol. of the Transactions of the Royal Society of Edinburgh; and a work entitled, 'Letters on the Savage State.' We must not omit to mention his learned articles, 'Mythology,' 'Mysteries,' 'Philology,' in the *Encyclopædia Britannica*.

“Upon inquiring at the shop of Mr Creech, our chief bookseller, the other day, I was informed that all the copies they had received were disposed of. What I used the freedom of writing to you reflected on the public taste regarding literary productions, but without detracting in the least from the merit of your work, which I am sure every candid judge will allow to be very great. Still, however, especially in this country, the number of those interested in such disquisitions is comparatively small. I have read over your description of the battle of Issus in the British Critic (a considerable number of which come to Edinburgh), and I discover in it the same ingenuity and extent of knowledge as in many parts of ‘Nearchus.’ But you go far beyond the sphere of ordinary enquiry, and indeed of ordinary understanding. I judge of others from myself; your researches display a depth of erudition which few possess, and of which the many are not competent to judge. But I think it would be a pity the world should be deprived of the light which your dissertation must throw upon so important a branch of knowledge as the history of Alexander. Considering your public engagements, and the many avocations to which you must be exposed, I am surprised you have found time to do so much, and I am sorry to find you mention health as a reason for not finishing your plan, especially as I understand by your friend Mr Dubarry, that your leisure time is devoted to study to the neglect of exercise. In point of age, I am only a few years behind you; but every good day I contrive to find time for exercise, and in school I endeavour to be as much on foot and in action as possible. From the good effects of this plan I beg leave earnestly to recommend it to you. After labouring long, and doing so much for the public, you are entitled to that *otium cum dignitate* which some of your predecessors enjoy. As for me, those of my profession in this country are entirely excluded from such a prospect, and happily I have not a wish but that I may be able to do my duty in my present station while I live. I do not mean, however, to apply so closely in private as I have done, and indeed I begin to feel I am not able. About two years ago I was like to feel serious effects from excessive study. This makes me use the freedom of exhorting you to moderate your exertions; and if you choose to remain in your present important station, as I believe Dr Busby did to the last, to make

your literary pursuits rather a relaxation than a toil. You can finish your dissertations at leisure. The present ferment about public affairs, I hope, will soon subside, when more attention will be paid to such useful investigations. But what I wish chiefly to suggest, and it is a thing which I know you can easily execute, is to make a popular book of the whole, by giving a short, but interesting sketch of the whole history of Alexander, and subjoining to it, by way of appendix, a brief account of the voyage of Nearchus, or perhaps a free translation of Arrian, with short explanatory notes, with references to your large work on that subject, and to your dissertation. This I am persuaded would be a work of utility to young and old, and would not fail to engage general attention. You see what liberty I take with you. I seldom write so long epistles. I wish at least to show you how highly I value your favour."

At a meeting of the Corporation on the 6th of August 1794, the chamberlain announced that " he had received from Lieutenant Colonel Peter Murray, adjutant-general of the army in Bengal, in the service of the Honourable East India Company, one hundred guineas, on condition of the Lord Provost, magistrates, and council of the city of Edinburgh, giving an annual premium or medal of the value of five pounds to the best scholar at the High School of Edinburgh, at which the Colonel was educated, or dividing it by a medal of three guineas value to the best, and of two guineas to the second scholar in the said school, or in any other manner Colonel Murray may appoint during any time of his life. Which being considered they agreed to accept of the money, and to bind and oblige them, and their successors in office, for themselves, and in behalf of the community, to deliver yearly a medal or medals of the value of five guineas to the best, or two of the scholars at the High School, or in any other manner which Colonel Murray may appoint during any time of his life; and in case of no such opportunity, to be disposed of for the above purpose as the council shall direct, the gainers to be deter-

mined by the masters and examiners to be appointed by the council for the time being, and authorized the chamberlain to grant a receipt and obligation for the money in terms of this act: Resolved that the thanks of the council be given to Colonel Murray for his gratuity, and resolved that a medal of five guineas value be given to the best scholar at the High School upon the eleventh instant, immediately after the public examination, and authorized the treasurer to provide a medal, and the chamberlain to pay the five guineas.”¹



The following particulars respecting this public-spirited person, the first who endowed a medal in the High School, will, we are persuaded, not be unacceptable. Peter

¹ Council Record, vol. cxxiii. pp. 79-81. The *vignette* represents the Macgregor, formerly the Murray, gold medal. On the reverse are the city arms in bold relief. The *dux's* name for the year is inscribed in the upper blank space, whilst the date is engraved on the lower.

Murray, the name by which he was known in Mr Gilchrist's class, was the son of Evan Macgregor of Glencairnoch. His grandfather, John Macgregor, who had five sons, owing to the proscription of the surname of Macgregor, took that of Murray, under the auspices and at the friendly request indeed of the then Duke of Atholl. Evan, father of the subject of this sketch, was major in the Pretender's army in 1745, and aide-de-camp to the prince; whilst his eldest brother Robert commanded the Macgregor regiment in that rebellion. Subsequently, in virtue of the liberal policy of the great Earl of Chatham, in favour of such gallant, but unfortunate individuals as had embarked in the cause of the House of Stuart, and enjoyed originally the rank of gentlemen, he became an officer in the 88th foot and served in Germany with distinction. He had four sons, namely, Sir John Macgregor Murray, Baronet, Colonel Alexander Murray Macgregor of the Honourable East India Company's Service, Lieutenant-Colonel Peter Murray (the founder of the medal), and Lieutenant-Colonel Robert Murray Macgregor.

Peter Murray, whose true name has thus been shown, and adopted one accounted for, after leaving the High School studied medicine at the University of Edinburgh and in London. Preferring the army, however, in 1770 he followed his eldest brother to India, and found military appointment. He filled successively the staff situations of aide-de-camp and brigade-major. In the second Rohilla war, he acted as adjutant-general under Sir Ralph Abercromby. No individual in British India was ever more respected and beloved, and such, indeed, was his personal influence, that during a ferment, occasioned by the tardiness of promotion amongst the officers of the Indian army, he was of the most essential service in allaying it. He came home along with his brother John in 1790. It hence appears, that it was during his absence from Britain, amid

the din of arms, and the discharge of arduous duties, that he recollected with kindly emotions the High School of Edinburgh, in which his mind had received its first development. Having spent a short time in his native land, he returned to India; but being disappointed of the staff situation, which he had long filled with the entire approbation of several commanders in chief, he resolved on quitting the Company's service. He accordingly sailed with his lady for England; which, however, it was not his fortune to reach. The vessel fell in, on the Irish coast, with a French ship of war; and, after an obstinate defence, was captured in August 1803. Colonel Murray, who had gone on deck, sword in hand, at the commencement of the action, fell bravely fighting. The ship was retaken and brought into an English port. The subject of this notice did not resume his true surname Macgregor, although he intended doing so on finally settling in his native country. The penal laws against the clan had not been repealed till after his first going to India. Nor, indeed, is it convenient for any one, whilst engaged in public business, to alter his signature. Of his attachment to that surname, of which, as of human nature, he was an ornament, the Colonel has left a substantial proof in a bequest of L.1500 sterling, the interest of which he ordered to be applied to the benefit of the Clan Gregor. He left no issue by marriage.¹

We refer the reader to our Appendix, where a Chronological List is given of those who have annually gained the Murray or Macgregor medal from 1794 to the present time.²

¹ In 1831 the magistrates complied with a request from Sir Evan Macgregor, nephew of Col. Murray, and changed the inscription on the School Medal from 'Premium Muravianum' to 'Premium Macgregorianum.' (Council Record, vol. cex. p. 24.) The 'Caledonian Mercury' for the 6th August of the last mentioned year, contains an authentic memoir of the founder of the medal; and to that paper we are principally indebted for the biographical sketch given above.

² APPENDIX, pp. 133-142.

A strong incentive to sustained industry and generous rivalry to excel, is held out to boys in the rector's class. But it is not the Macgregor gold medal alone, and the honourable and enviable distinction which it unquestionably confers, that the dux immediately enjoys. Should he wish to prosecute his studies for one of the learned professions, and require assistance, the Governors of George Heriot's Hospital present him to one of the exhibitions or bursaries at their disposal. This bursary, of the annual value of L.20, is tenable for four consecutive years, during the student's attendance on the literary classes in the University of Edinburgh.¹ And here we may be permitted to say, that he who eminently distinguishes himself at any of our great schools does well to remember at once for his encouragement and warning, that the public eye is upon him, and that he is a subject of interest far beyond the circle of his immediate connexions. The success which is usually seen to follow indefatigable application and honourable bearing, has a happy effect on the minds of those

¹ There are also some other smaller endowments for the benefit of High School pupils. We have adverted (see p. 63) to the Bursaries instituted by Dr Robert Johnstone in 1639 for the encouragement of boys attending the High School. The Rev. John Penman, minister of Bothkennar, Stirlingshire, also bequeathed money for the same purpose. Mr Penman, who died July 15, 1765, left L.387:15:6, which sum his representatives placed in the hands of the Town-Council of Edinburgh. This money bears interest at four and a half per cent. since 25th November 1823, agreeably to the city's bond in favour of Walter Little Gilmour, Esq. of Liberton and Craigmillar, as nominee of the mortification, and of his heirs, whom failing, the Moderator of the Presbytery of Edinburgh for the time being, and his successors in office; all which are particularly detailed in the minutes of the Corporation, under date December 3, 1823. The annual interest is L.17, 9s., and falls to be disposed of thus :—To a divinity student L.8, to a student in philosophy L.5, 8s., towards the expense of educating them at the University of Edinburgh; and the sums of L.2, 5s., and L.1, 16s. to two scholars at the High School of Edinburgh. These bursaries are tenable for four years.

who enter the same arena to contend for the palm of victory. Let the High School pupil look at those names which are inscribed on the tablets that adorn the walls of the school; let him examine the list of eminent scholars at the end of this volume—a list which it were easy to enlarge—and will he not, with redoubled ardour, exert himself to have his own name so honourably recorded, and strive to emulate the excellencies, moral, religious, and intellectual, of those great and good men, who have shed a lustre, not on the High School alone, but on their native land?

Mr William Cruickshank, one of the masters, died in the month of March 1795. He was regarded as a person of no mean acquirements; and his success as a teacher was mentioned with commendation in the public journals, when speaking of the loss which his death occasioned to the community. Mr James Crie, rector of the High School of Leith, became the successor of Mr Cruickshank.¹

Mr William Nicol, whose classical attainments none could dispute, but whose irascible temper often involved him in quarrels, had more than once incurred the marked displeasure of the town-council. He had manifested not a little hostility to Dr Adam in particular, and had even publicly attacked the worthy rector in so unjustifiable a manner, that the corporation found it requisite to interfere. It is unnecessary, however, to refer more to these unpleasant occurrences. At a public examination of the High School, Mr Nicol, “in the presence of the magistrates, and afterwards by public advertisements, announced that he was to open a class for private teaching, the object of which, Dr Adam alleged, was to deprive him of his new class, and by this means secure two classes to himself. The council resolve, that if Mr Ritchie continue his private school,—which he took up after the

¹ See APPENDIX, p. 100.

last examination, apparently with the view of hurting the rector's class,—after the 1st of April next, he shall be dismissed from his office.”¹ In consequence of what had taken place, Mr Nicol² deemed it advisable to resign his mastership in the High School. He was very unpopular among the boys, by his frequent use of the lash. His pupils generally made an excellent appearance in the rector's class; and many of them, in after life, have been noted for their elegant scholarship.³ Mr William Ritchie, of the Canongate Grammar School, was appointed to succeed Mr Nicol in August 1795. Before being placed at the head of the Canongate seminary, he had been a successful teacher in the county of Perth, of which he was a native.⁴

In the last mentioned month, Mr George Paton, writing master, and the father of the well known vocalists, ceased to have any connexion with the High School. In consequence of this three individuals, namely, Messrs Dugald and Allan Masterton, and Dugald Masterton, junior, were appointed joint writing masters. The parties now named were on terms of great intimacy with Robert Burns; and Allan Masterton, in particular, has been described by the poet as “one of the worthiest men in the world, and a man of real genius.”

About the close of 1797 Dr Adam, in compliance with

¹ Council Record (March 18, 1795), vol. cxxiii. pp. 359-370.

² The name of Mr Ritchie was, in the preceding page, third line from the bottom, substituted for that of Mr Nicol; and the mistake was not observed till the sheet had been thrown off.

³ See APPENDIX, pp. 94-96; Currie's Life, &c., of Robert Burns, and Lockhart's Life of Sir Walter Scott.

⁴ Perthshire can boast of several ancient and distinguished schools. Notice has already been taken of those in the county town. The royal grammar school of Dunkeld may here be mentioned. It was erected by King James the Sixth, February 2, 1567, with the consent of James Earl of Murray. By the original deed, John Earl of Atholl, and his successors, were appointed hereditary patrons.—(Littera Fundationis Scholæ Grammat. Dunkeld.—Register of Presentations to Benefices.)

the request of Mr Andrew Dun¹ of Aberdeen, freely and fully communicated his experience and sentiments regarding the economy of schools. From Dr Adam's correspondence with his professional brother we give what follows, which has not previously been printed:—

“The number of classes in our school is five, and there are four masters besides myself. Each of the masters begins a rudimentary class every fourth year, and continues to teach the same class for four years: then their boys come to my class. The greater part remain with me two years; and a few sometimes three sessions; but many stay only one year. There is no certain rule,—the whole depends on the discretion of the parents. Very often the worst scholars go to college, while the best remain with me. The Writers to the Signet have made a strange regulation, which determines numbers, that no one can be admitted to their society who has not attended some university at least two years. It matters not what progress they have made—that is no subject of inquiry.

“The number of boys attending each of the classes depends on the character of the Master, and sometimes on other circumstances. The number of most of the inferior classes at present is from 70 to 90—I have above a hundred. These are composed of the boys who formed the fourth class last year, of those who attend me for a second year, and of such as have come from different schools—some from England and other parts. They all form but one class, and so far read the same lesson. But then I manage matters so that the best scholars have sufficient employment, and no more is exacted from the lowest than they are able to learn. Though I have nominally but one class, I am obliged in fact to teach several, and have to accommodate myself to them all from the highest to the

¹ Mr Andrew Dun, Rector of the Grammar School of Aberdeen, who died February 20, 1803.

lowest. The method which I follow, and my predecessors followed, of teaching boys of different progress in the same class, is this,—I always read different books this year, from what were read in the preceding session, so that a boy must remain two years at the class to go through the course. Besides, at a separate hour, I teach the better scholars the principles of Greek and Geography, in which the rest do not join.

“I cannot easily give you an idea, in writing, of the various methods I use. The whole class goes on in a set lesson or lessons every day. The higher boys explain to the lowest that part of an author which the whole class is required to say with great accuracy next day. Sometimes the higher boys, or all that can, prepare by themselves at home a part of a different author, or a different part of the same author; and such as are not able to do so hear the higher boys explain it. But I take care to make all attend, by asking questions every now and then.

“To explain this method by an example. Last summer we read Livy for great part of the day. The set lesson seldom exceeded half a chapter. This half chapter I went through with the whole class very minutely; and you know when boys have been four years at Latin, they may be, in certain things, joined with the most advanced in a school. All those that were able to say the prescribed lesson, whom I could soon distinguish, I set by themselves to prepare two or three chapters in a different book of Livy; while they were doing so,—but with very little noise, so as not to disturb me,—I was going on impressing the set task on the inferior part of the class.

“When I perceived the upper boys, or such as could, had read over their task,—and they always fixed the quantity themselves,—I gave them permission, while the whole class was silent, to ask me any phrase or difficulty they chose. At next meeting, all that could say this separate task were

dismissed nearly an hour before the rest. Again, such as could repeat the separate task the best scholars had said before were dismissed also. Then I laboured with the rest to bring them on in what things they were most deficient. In consequence of this the progress of all was very considerable, so that at the examination, instead of trying the class, as is usual, on the things they had read, I desired one of the gentlemen present to turn up a passage in a book which none of the class had read before ; and after allowing the boys to look it over a little while by themselves, I announced that I should proceed with that exercise, as long as a boy could be found, in going down from the top of the class, that could join in it.

Accordingly, the whole time allowed for the examination, about three hours, was spent in this manner ; and about nine or ten chapters were explained. I have always had a few that could easily do this.

Besides the fixed school hours, I devote a separate hour for teaching Geography and the elements of Greek ; for which those who attend pay a separate fee. There is nothing in the plan of education in this country more absurd than sending boys too early to college. They should never be taken from school and sent to a university till they can at least read plain Latin authors by themselves, and understand the principles of Greek. The contrary practice is hurtful, not only to learning, but also to morals ; and if the conductors of education in college did their duty, they would take care that no one should be admitted unless properly qualified, as is the case in a neighbouring country, where a certain number of books is specified, both in Latin and in Greek, which a young man must be prepared to read in any part that is turned up, before he can be admitted as a student at the university. But as it is hardly to be expected that any corporation will assent to encourage a plan which might have the least tendency to diminish

the emoluments of its members, I think the most effectual method of inducing parents to extend the term of school education, would be to connect with the study of Latin, such branches of knowledge as are requisite to make boys understand what they read. During the first years, the study of English should be joined with that of Latin; and afterwards Geography, Mythology, Antiquities, and History, together with the principles of Natural Philosophy; and for such as choose it, the French language. In all these branches, besides Writing and Accounts, a boy should be initiated and tolerably instructed before going to college. Now, if this could be effected, he would be an ignorant parent indeed that did not see the importance of such accomplishments, and that they cannot be acquired in the small space of a grammar school education, especially at so early a period of life. To be sure, when corporate bodies counteract such a plan by positive regulations, as the Writers to the Signet have done, nothing further can be said. When, as I have often told some of that society, boys know that they will not only be admitted to college, but admitted also as members of a respectable society, whatever be their progress, it not only slackens their energy, but leads them to consider their whole education a sham, and thus prepares them for deception from their earliest years. I wish other societies were not nearly as lax and remiss in similar instances.

“ For magistrates to impose or give absurd regulations how you are to conduct the education of your boys, I should think it rather stepping beyond their sphere. Their intervention ought to go no further than advice and support. I have at different times experienced the hurtful effects of such interference; and it is a curious fact, that it was chiefly owing to the unjust attempts of the magistrates to restrict, or rather to oppress me, that I was led to compile the ‘ Roman Antiquities ’ in their present form.

“ In winter we have no play days whatever in the afternoon, except Saturday ; and in summer only on Wednesday and Saturday, and even that, in general, only to such boys as have been attentive through the week. However, as to this, the masters do as they please. During the whole of last summer I do not recollect having ever allowed myself a single holiday.

“ We have no vacation except at the sacramental occasions, and in autumn, when our vacation lasts six weeks ; at which time the magistrates, some years ago, added a week to the former space of five weeks, contrary to my opinion. The boys are surely much the worse for long vacations. It is very improper that boys should be allowed to be absent from any ordinary meetings of the school ; but if parents will keep their children away for dancing, or any other purpose they choose, I do not see that it belongs to magistrates to require that you should punish boys on that account. I suppose magistrates have no control over parents to oblige them to send their sons to your school at all, and therefore cannot force their attendance contrary to the inclination of their parents. The written apology of a parent I always sustain as a sufficient excuse for absence ; but then, if a boy do not attend punctually, we are not to be responsible for his improvement.

“ I suppose there is as little cause with you, as with us, for magistrates to restrict masters from receiving additional emoluments from their scholars. I hope your magistrates have been more liberal than ours in giving you adequate salaries, that they thus inhibit you from receiving any other thing. Were this to take place among us, we should be deprived of a considerable part of our income. The poor encouragement, and the contumelious treatment those of our profession generally meet with, is neither for the honour nor advantage of the country. While the emoluments of every other rank of men in the public service have been

augmented, those of schoolmasters in Scotland, for the most part, remain the same. Neither the salaries nor fees in our school have been increased for nearly a hundred years. Our employers, indeed, in general have raised the quarter payment, but nowise in proportion to what the teachers of other branches of knowledge receive. But we, in towns, are tolerably well in comparison with our poor brethren in the country.

“ I think the same reasons which induce your patrons to devolve on parents the care of instructing their children in the principles of religion, should have led them to leave your scholars to the charge of their relations likewise on Sunday. It is hard that your attendance in a particular place should always be exacted on that day, and that you should not have it in your power to attend what church, and hear what clergyman you think proper. Our masters have no charge of their pupils on Sunday. We do indeed usually prescribe to those boys that are sufficiently advanced a lesson to be learnt on Sunday, and said on Monday morning, either in Castalio's Sacred Dialogues, or in Buchanan's Psalms; and we also occasionally exercise them on the principles of religion, but we have no absolute regulations requiring it.

“ It would certainly be of advantage that there should be more than one public visitation of the school in the year. We also have but one, and that always before the vacation, but by the regulations of the school there should be four besides, and what is very proper, the annual one, more solemn than the rest.

“ With regard to the making of verses, I have tried it, but in very few instances with success. Boys cannot be too accurately trained to know the quantity of syllables; but as to the making of verses there is little to be done in school according to the present plan of education in this country, especially as at college no attention is paid to that

object in Scotland. At Eton, boys do not begin to make verses till they have been four years at school; and then for one or two years more they do nothing but make what are called nonsense verses. The great object we ought to aim at is, to bring boys to understand the classics by themselves, as soon as possible.

“ Do not your meetings in the public school consume a great deal of time, and does not their frequency diminish their solemnity? Instead of each master examining his own class, it would be a fairer trial to allow some other person to turn up the passage on which they should be tried, and also occasionally to propose questions. In our school, the part of examining the inferior classes falls chiefly on me; and when my own class is examined, I desire some of the masters to turn up the passage to be read, and also to ask questions.

“ We meet in the Hall in the morning for prayers, which does not take up above five minutes; but we never meet for public examination except in fine weather.

“ As to the stated meetings for public discipline, I very much disapprove of them. We have above 400 boys attending our school, and, except once, I have not had occasion to punish a boy publicly for above a twelvemonth; I agree with your patrons, that the seldomer corporal punishment is used the better, and that it cannot be inflicted with too much temper. But I can see no occasion for being so particular in regulations that are to be published. What is said might do very well for a private advice, but there seems no necessity for publishing it to the boys; and I cannot see the propriety of solemnly interrogating you in their presence how far these regulations have been strictly observed or not, during the preceding year. What ever tends to diminish the authority of a teacher in the eyes of his scholars, as this proposal seems to do, is surely hurtful.”

CHAPTER IV.

1801—1849.

Resignation of Mr Cririe.—Appointment of Mr James Gray in his place.
 —Mr Andrew M'Kean elected teacher of Writing and Arithmetic.
 —Reminiscences of Mr Benjamin Mackay.—School fees.—Mr Luke Fraser resigns, and is succeeded by Mr George Irvine.—Mr Alexander Christison is promoted to the Chair of Humanity in the University, and the Mastership which he held is conferred upon Mr Aglionby R. Carson.—Death of Dr Adam.—His character and eminent services to the school. Mr James Pillans chosen to the vacant Rectorship.—Mr A. N. Carmichael's Recollections of the High School.
 —Resolution of the Magistrates to award a Gold Medal annually to the best Greek scholar.—College-Bailie's Medal for Penmanship.—Resignation of Mr Ritchie, and Mr Samuel Lindsay chosen in his stead.—Mr Pillans obtains the Professorship of Humanity.—Mr J. B. Patterson's Recollections of the High School.—Mr Carson is placed in the Rector's chair, and to the vacant Mastership Mr Benjamin Mackay is appointed.—Mr Gray, one of the Masters, is declared sole teacher of Greek in the seminary.—He obtains the office of Principal in the Belfast Institution.—Mr Gray's place is supplied by the appointment of Mr William Pyper.—The Rector and other Masters are again authorised to teach Greek.—Presentation of the Philip Gold Medal.—Colonel John Macdonald endows a Medal for the Dux of the *third* class.—A Gold Medal founded conformably to the Will of Mr Ritchie.—Mr (now Lord) Brougham's opinion of the High School.—Death of Mr M'Kean.—Is succeeded by his son as teacher of Writing and Book-keeping.—Arithmetic and Geometry assigned to a special Master, and Mr Walter Nichol elected to give instruction in those branches.—He resigns, and is succeeded by Mr George Lees.—Resolutions of the Town-Council in reference to school accommodation.—Proceedings at the laying of the foundation stone of the High School on the Calton Hill.—Donation of King George IV. towards the erection.—Mr Irvine retires, and Dr James Boyd elected as his successor.—Last meeting of the scholars in the School at Infirmary Street.—Opening of the New School, and a description of the edifice.—Address of Dr Brunton at the annual examination.—The French language introduced into the Course of Study, and Mr F. Senebier chosen

as teacher.—Mr William Moffat appointed in the room of Mr Lees, and M. Victor de Fivas in that of M. Senebier, who resigned.—A Class for Calisthenics and Fencing sanctioned by the Patrons.—Addresses of the Rev. Dr John Lee, and Professor Pillans.—Mr Alexander M'Kean resigns, and is succeeded by Mr William Cooper.—Address of Sir James Forrest, Bart.—Resignation of Messrs Mackay and Lindsay, Classical Masters, and appointment of Mr William W. Carmichael in the room of the former, and Mr William M. Gunn, in that of the latter.—Mr John Macmillan succeeds Dr Pyper, who is promoted to a Chair in the University of St Andrews.—Address of Lord Provost Black.—A Class for the German language established, and Dr Aue chosen teacher.—Retirement of Dr Carson.—Appointment and Installation of Dr Leonhard Schmitz as Rector.—Death of Mr W. W. Carmichael.—His nephew, Mr John Carmichael, chosen in his stead.—Natural History and Chemistry introduced into the curriculum of the School.—Closing Remarks.

At the commencement of the nineteenth century the High School was in a flourishing state. Dr Alexander Adam was rector, Messrs Luke Fraser, Alexander Christison, James Crie and William Ritchie were the classical masters; and Mr Allan Dow had charge of the department of Writing and Arithmetic.

Mr Crie tendered his resignation in 1801, having been appointed minister of Dalton in Dumfries-shire; and in that parish he exercised his pastoral labours upwards of thirty years.¹ Mr James Gray, rector of the grammar school of Dumfries, became the successor of Mr Crie in the High School. He was a man of genius, and of first rate scholarship; and to the Greek language he had devoted his special attention.² In June 1802, Mr Andrew M'Kean was chosen teacher of Writing and Arithmetic in the room of Mr Dow, deceased.³

—Mr Benjamin Mackay,⁴ who at a subsequent period be-

¹ See APPENDIX, p. 100.

² *Ib.* p. 103.

³ *Ib.* p. 121.

⁴ I beg to refer to a paper obligingly drawn up at my request by Mr Mackay, illustrative of the peculiarities in his mode of teaching. (See APPENDIX, No. X). To his old pupils, to his professional brethren, and

came one of the classical masters, visited the High School in the year 1803, gives the following graphic account of what then came under his observation :—

“ I FIRST saw the High School in 1803. I was then a youth of sixteen, and had come to Edinburgh from Caithness, my native county, with a view to prosecute the study of medicine if I could find the necessary funds. I had a rich relative in town, but he had arrived at that time of life when a man is more disposed to tender good advice to his young friends than to give them pecuniary assistance. Accordingly, having ascertained that I had for some months the charge of a parish school, and had otherwise been engaged in tuition, he suggested that I should direct my attention to private teaching, by which I might be enabled, not only to carry out my views, but to support myself, offering at the same time to introduce me to the masters of the High School, with all of whom he was intimately acquainted. The first master to whom I was introduced was the celebrated Dr Alexander Adam, then rector or head-master. He was sitting at his study-table with ten or twelve large old volumes spread out before him. He received us with great kindness, invited me to visit his class, and obligingly offered to solve any difficulties that might present themselves in the course of my classical reading, but held out no prospect of private teaching. His appearance was that of a fresh, strong, healthy old man, with an exceedingly benevolent countenance. Raeburn's portrait of him, hung up in the Hall of the school, is an admirable likeness, as well as the print engraved from it. He wore a short, threadbare spencer or jacket, which gave him rather a droll appearance, and, as I then thought, indicated economical habits. I was successively introduced to all the other masters, and visited their classes. The first day I entered Dr Adam's class, he came forward to meet me, and said, ‘Come away, sir, you will see more done here in an hour than in any other school in Europe.’ I sat down on one of the cross benches. The class appeared very numerous and in the finest order. The Doctor was calling up pupils from all parts of

to those interested in the cause of education, the details there given will doubtless be deemed valuable, characteristic, and curious, even by those who may not be quite ready to subscribe to some of Mr Mackay's views.

it; taking sometimes the head, sometimes the foot of the forms; sometimes he examined the class downwards from head to foot, sometimes upwards from foot to head.

“The boys construed and answered with extraordinary readiness and precision, illustrating every allusion to Roman or Grecian History, Antiquities, Geography, Mythology, &c. Nothing was omitted necessary to bring out the author’s meaning and impress it upon the class. He frequently alluded to his own works, in which he told them every thing was to be found, if they took the trouble of consulting them. The Doctor was always on the floor; sometimes retiring to his desk, and leaning against it, but never sitting down. His attitudes and motions were very animated. In one hand he held a book or his spectacles, in the other his *taus* or *ferula*, which he frequently flourished, and occasionally applied with great effect; but there was nothing like severity. I was amazed at the order, readiness, and accuracy of his class. This exhibition gave me a valuable lesson, and made an indelible impression on my mind. During the three succeeding years I frequently visited his class, and was always received with great courtesy.

“The next class which I visited in company with a friend, was that of Mr Alexander Christison, who was afterwards professor of Humanity. He was seated quite erect in his desk, on which his left elbow rested, his chin resting on his thumb, and his fore-finger turned up towards his temple, and occasionally pressed against his nose. When we entered, he took no notice of us. He was giving short sentences in English, and requiring the boys to turn them *extempore* into Latin, and vary them through all the moods and tenses; which they did with great readiness and precision. He alluded to the Latin compositions and fine classical taste of our great poet Milton, whom he lauded to the skies. His class was very numerous, and presented the stillness of death. You might literally have heard a pin drop. When we were preparing to come away, he descended from his pulpit with a look of great dignity mixed with kindness. He uttered many words of encouragement which I never forgot; and the shake of his hand assured one of a kind heart. He continued my friend ever afterwards, but did not on that occasion promise me any private teaching. He was a tall, handsome,

square-shouldered, well-built man, every muscle indicating firmness, strength, and energy.

"The next master to whom I was introduced was Mr Luke Fraser, whom we found standing on the floor examining his class. He was, I think, the strongest built man I ever beheld. He was then old, and wore a scratch wig. I remember little more of this visit than that he was examining his class with great minuteness, occasionally teaching them to turn English into Latin, and, by conjunctions and relatives, lengthening out the sentences. The class, like the rest, was numerous, and in fine order. In changing books, however, the boys made a little noise, which he checked by a tremendous stamp on the floor, that made both them and me quake, and enveloped his own legs in a cloud of dust.¹ He showed me much kindness, and when, some years afterwards, I opened a classical academy in the new town, after his retirement, he attended several of my examinations. He entertained a very high opinion of the talents, scholarship, and

¹ James-Saunders Robertson, Esq., W.S., one of Mr Fraser's pupils at this time, has kindly sent me the following amusing illustration of the little peculiarity and occasional playfulness of his esteemed preceptor :—

"Dr Adam was in the practice of devoting the afternoons of one day in the week to the examination of the junior classes alternately, to test their progress; and during those examinations the master of the class taught the rector's boys. Mr Fraser had a habit of constantly stamping with his right foot on the floor to cause silence. One monthly examination day he did not commence the proper business of the class, expecting the rector, but took an English book, and read,—

'And with my foot, I struck the ground,
And thrice I turned around, around, around;'

stamping as usual with his foot. The class was convulsed with laughter, but Mr Fraser did not at first perceive the cause of it. When he did, he good humouredly repeated the lines and the stamping, turning round and round. The boys joined in this sport; and master and pupils were stamping with their feet, turning round, and bawling out at the top of their lungs, 'around, around, around,' when in stepped the rector, who doubtless concluded that Mr Fraser and his pupils had all gone mad. Such an exhibition any day would have called in the rector, whose classroom adjoined Mr Fraser's; but on an *examination day* !!"

critical acumen of Mr Matheson, Dr Adam's predecessor in the rectorship.

"The fourth master whom I visited in his class was Mr James Gray. He had then a large class, which appeared in admirable order. When we entered he was standing on the floor with his back to us, teaching with extraordinary energy and enthusiasm, his questions being put with great rapidity, force, and precision, and answered in the same style. The pupils had evidently imbibed much of the spirit and manner of their master. He seemed anxious not only to make his pupils good scholars, but to fill their minds with grand ideas. He was an exceedingly warm-hearted, benevolent, and enthusiastic man. Though not robust, he had a wiry active frame, jet black hair, and keen black eyes. There was something like the inspiration of genius in every thing he said and did. He promised me his patronage.

"The fifth class to which I was admitted was that of Mr William Ritchie. He had a very large class, and was walking about, putting many questions, but not receiving so many answers. I cannot say that I observed the same order, precision, or enthusiasm in this class as in the others. The boys, however, seemed much at their ease, and very happy. Notwithstanding the apparent laxness of Mr Ritchie's discipline, I had afterwards reason to know, that his pupils, by the end of the fourth session, showed very considerable intellectual improvement, and proficiency in classical studies. This, I think, was chiefly owing to his very systematic manner of prescribing his daily lessons, which enabled every pupil of any capacity to master them by his own private efforts. I myself was present at one of his fourth year examinations, when his class professed *ad aperturam libri* the works of Sallust, Buchanan's Psalms, and Mair's Introduction. Mr Ritchie, like most of the other masters of the High School of that day, was, though not tall, a person of extraordinary strength; which I think he never exhausted by any physical exertion in teaching his class. He received me in a very obliging manner. At parting, he inquired if I had seen the other classes, to which I answered in the affirmative. Upon which he remarked, 'As for me, I like to make my class happy; I don't like to torment children by puzzling their brains.'

"The last master connected with the High School to whom I

was introduced was Mr Andrew M'Kean, the writing-master, who received me with great frankness and urbanity, but candidly told me that he seldom had the disposal of private teaching in the classical department. He asked me, however, if I was well acquainted with accounts, and could undertake to teach them; to which I answered in the affirmative. He requested me to send him a specimen of my writing and ciphering, which I did, and with which he expressed himself much pleased. He also showed me some plain and ornamental pieces of writing executed by his pupils, which were truly beautiful. A year or two after, he offered me the assistantship in his class, which I respectfully declined.

"These first visits to the High School impressed me with a very high opinion of it as an educational establishment; and the reception which I met with from its several masters left on my mind a feeling of respect and gratitude towards them all. However, after waiting two or three months, I did not succeed in obtaining a single hour's private teaching. The time was well spent in studying Greek, French, Elocution, Book-keeping, and several other useful branches. The person whom I attended for Greek was a Mr Noble,¹ an old private teacher, who, I understood, had superintended the private Greek studies of Lord Brougham. He was an excellent scholar. My French teacher was Mr Louis Cauvin,² who showed me much kindness. I often wondered at the amount of work done by this excellent teacher in a single hour, to which his class was limited. My teacher of Elocution was Mr William Scott,³ who had long been the amanuensis and favourite pupil of the celebrated David Garrick. He was the best reader and reciter I ever heard. I attended these two gen-

¹ *Mr William Noble*, at one period parochial schoolmaster at Broughton in Peebles-shire. He ultimately settled as a private teacher of the classics in Edinburgh, where he died in the year 1811.

² *Mr Louis Cauvin*, teacher of French in Edinburgh. He died December 19, 1825, aged 71. The Hospital at Duddingstone which bears his name, and founded in 1832 pursuant to Mr Cauvin's Will, is intended for the education and maintenance of the sons of teachers and farmers.

³ *Mr William Scott*, a distinguished teacher of elocution in Edinburgh for more than forty years, was the author of several useful and popular elementary works on subjects connected with education. He died May 13, 1818, aged 73.

tlemen three successive autumns, and derived much advantage from their able instructions."

In compliance with an application from the masters, the town-council, in July 1805, raised the quarterly fees from five shilling to ten shillings and sixpence, 'provided the teachers agree to allow the magistrates to present ten boys annually, for payment of such fees as they please.'¹ The school-fees were not augmented for twenty-two years, but an additional sum, equal at least to a quarter's fee, was presented to the teacher at Candlemas.²

Mr Luke Fraser, after assiduously and efficiently labouring in the High School for nearly forty years, intimated his wish to retire into private life. The patrons received this intimation with regret, and resolved, that he should retain his salary of L.20, that his successor should only have the school-fee during Mr Fraser's life, and that the latter should also receive an annuity of L.30 sterling more, "in consideration of his long and faithful services as a teacher."³

Mr George Irvine, the respected House-Governor or Head-Master of George Heriot's Hospital, was appointed to the vacant mastership in the High School.⁴

Mr Fraser, who continued to reside in Edinburgh during the remainder of his life, was one of the original members of a literary society founded in the year 1807 by Mr James Gray of the High School and others. For this society Mr Fraser prepared a Latin Memoir of the Life and

¹ Council Record, vol. cxliii. p. 289.

² In 1827 the patrons fixed the fees at L.1 a quarter, instead of five yearly payments of 10s. 6d. The fees of the school were last augmented on the 21st September 1847, when those of the four classical masters were increased from L.1 to L.1, 1s. each quarter, the addition being made for behoof of the Rector.

³ Council Record, vol. cxliii. pp. 298-291. For a biographical notice of Mr Fraser, see APP. pp. 92-94.

⁴ See APP. pp. 107, 108.

a criticism on the Latin prose and poetical compositions of the Rev. James Gath, who died in the year 1787, after having been sixty years minister of Gratney in Dumfriesshire. Mr Fraser intended to devote another essay, which, however, he did not finish, to the memory of Mr William Nicol, his former colleague, of whose scholarship he always spoke in high praise. Of a printed Latin ode, consisting of five or six stanzas in Sapphic measure, written by Mr Nicol under a severe attack of gout, and addressed to his colleague Mr Cruickshank, who, it seems, was liable to attacks of the same malady, Mr Fraser meant to avail himself as a specimen of his facility in Latin versification. Limited at first in point of number to twelve, this Literary Association, which continued to exist, though with large interruptions, till 1821, consisted of some of the first characters of the town among the clergy, professors, teachers, and other literary persons. The members met weekly in each other's houses. The following extracts from the records of this society, will show that these meetings must have afforded an intellectual treat to those present :—

1807 Dec. 18.—Professor Christison read an “Essay on the Moral Principle.”

1808 Jan. 22.—Mr Gray, “On the Character of the Tragic Poet Æschylus.”

Feb. 19.—Professor Christison, “On the Causes of Pleasure in Fictitious Distress.”

1810 June 1.—Mr Gray, “On the History of the Poetry of the North.”

1812 June 5.—Professor Christison, “An Idea of a Member of the House of Commons.”

1813 April 9.—Professor Christison, “On the Study of Mathematics.”

Nov. 19.—Mr Luke Fraser, “On the Subject of War.”

1814 Nov. 11.—Mr A. R. Carson, read a paper of Dr Cririe’s “On Terminology.”

1814 Nov. 25.—Professor Christison, “Observations on the National Debt.”

1815 Jan. 20.—Mr Luke Fraser, “On the State of Agriculture in Scotland during the 18th century.”

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1816 June 7.—Mr Gray read some letters from Mr Wordsworth to himself, expressing his ideas of the manner and spirit in which a new Memoir of Robert Burns’ Life and Character ought to be written.

1817 March 7.—Professor Christison, “On the Objects of the Feelings of Beauty and Sublimity.”

April 4.—Mr Robert Ainslie, “On the Arguments in favour of the Immortality of the Soul.”

June 27.—Mr Gray read a letter intended to be sent to Mr Gilbert Burns, on the subject of the different circumstances to be adverted to in a proposed new biographical account of his brother, Robert Burns.

Dec. 19.—Mr Gray, “A Comparative View of the Hippolitus of Euripides, on the Phedre of Racine. This gave rise to a long conversation both on the Greek and French drama, and the general effects of poetical imitation.”

— 26.—Mr Ballantyne read large Excerpts from the Novel of “Rob Roy,” not yet published, but to appear in a few days.

1818 Jan. 23.—Mr Gray, “Biographical Account of Mr James Hogg, the Ettrick Shepherd, with notices of his various publications, and critical remarks on the genius and manner of writing of Mr Hogg.”

1819 May 13.—Mr Gray, “On the genius of Dryden as a Dramatic Writer.”¹

¹ The late Robert Ainslie, Esq., W.S., the early friend and correspondent of Robert Burns, the poet, kindly afforded me an opportunity of examining the Records of the Literary Society, of which he was for

Dr John Hill's death having occasioned a vacancy in the Humanity Chair in the University of Edinburgh, Mr Alexander Christison was unanimously elected as his successor. In the High School Mr Christison had faithfully laboured for twenty years. He was the first of the subordinate masters who introduced the teaching of Greek as part of the fourth year's course of study; and he essentially contributed to have that noble language *publicly* taught in this seminary.¹ The meagre amount of instruction in Greek given at the High School at this time, was assuredly not creditable to the metropolitan seminary. It is, however, but justice to the memory of the learned rector Dr Adam, and the other masters, to remind our readers that no blame can be attached to them. A jealousy, as has already been shown, existed in the minds of certain parties interested in the University; whose opposition to the teaching of Greek in the High School arose from an apprehension that the professor of that branch of study would be prejudicially affected.²

A short while before he entered upon his professorial duties, Mr Christison, in a letter now before us, thus wrote to one of his colleagues:—"I have, for some months, been teaching my class all the kinds of Latin verse for which Ruddiman has given rules. On the examination day, I requested fifteen or sixteen of the class to translate from

some time secretary. Mr Ainslie, who died in April 1838, read parts of this useful little volume, entitled "Reasons for the Hope that is in us," before the society.

¹ See "The General Diffusion of Knowledge, one great cause of the prosperity of North Britain. With an Appendix, containing a proposal for improving the present mode of teaching the Greek Language. By Alexander Christison, one of the Masters of the High-School of Edinburgh, and F.R.S.E." Edinb. 1802. Pp. 29, 35. A favourable article on this pamphlet, written by the late Mr Francis Horner, will be found in the first volume of the Edinburgh Review.

² It has inadvertently been mentioned at p. 22, that *Greek* was taught in the High School so early as the year 1598.

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When he entered upon his professorial duties, in a letter now before us, thus wrote — "I have, for some months, been engaged in the study of the kinds of Latin verse for which I am to prepare the class. On the examination day, I shall expect the class to translate from the poets."

Who died in April 1838, read parts of the following address to the students for the Hope that is in us,"

knowledge, one great cause of the Appendix, containing a proposal for teaching the Greek Language. By the members of the High School of Edinburgh, 29, 35. A favourable article in the Edinburgh Review, will be found in the 18th volume.

Appendix, p. 22, that *Greek* was taught

literal English and literal Latin, and write on slates a stanza of an Horatian ode of Gray, and to arrange the words in the order of scanning, with the long and short syllables marked. They did so without any mistake. Do you not think this exercise ought to be begun earlier, and to be continued through the whole course at school, if not at college?"

Mr Christison continued regularly to perform his important duties till his death, which took place in July 1820. In another part of this volume¹ we have given a sketch of his history; but we cannot resist giving an extract from a Memoir which appeared at the time in the "Edinburgh Courant," written by the Rev. Dr Thomas Macknight, his inseparable companion from early life. After mentioning that the funeral of the amiable and worthy Professor was a public one, and that the procession consisted of not less than seven hundred persons, Dr Macknight writes as follows:—

"During the whole of Professor Christison's public life, it was always an object of interest and pleasure to observe the vigour and activity of his mind, delighting to range uncontrolled over all the fields of human knowledge, and entering with ease into the most abstruse and difficult speculations both of philosophical and of mathematical science. If he indulged any particular tendency, it was toward the study of the higher calculus, with a view to explain its elementary principles in a clearer and simpler manner than, in his opinion, had yet been done. By his perpetual habits of intense thinking, from which he seemed to have little pleasure in relaxation, which to ordinary minds must have been a fatigue, appeared to his no more than merely a matter of course, or perhaps, more properly speaking, a luxury. When any topic of speculation took possession of his mind, he was eager to render it the subject of conversation, in which his powers of clear conception and appropriate expression were uncommonly great. Yet this eagerness of discussion had no connexion with motives of vanity, or of self-display; it proceeded

¹ See APPENDIX, p. 96-100.

only from the fulness of his heart, impressed with the importance or interest of his subject, into which, in all its bearings, he entered deeply, and with singular acuteness and discrimination. With the practice of composition he had not been early familiarized, nor did it ever become easy to him; but his judgment of it was always correct, and in verbal discussion, which was evidently his forte, he could hardly be excelled.

“The knowledge he possessed on every subject, and the facility with which he brought it to bear on all his topics of conversation, were indeed admirable, and certainly formed a qualification of no ordinary value for an instructor of youth. At the same time, however ably he must be allowed to have discharged the functions of his office, it can hardly be doubted, that had the light and energy of so powerful an intellect been more exclusively concentrated on the peculiar studies of his profession, he must have attained to a still higher rank in the scale of professional eminence.

“Never did a heart of purer benevolence and integrity, or more exalted above every thing mean, dishonourable, or unworthy, glow in the breast of a human being. In assisting the needy, and in patronising or encouraging merit, his own interest or convenience were on all occasions his least concern, and his liberality in proportion to his means was often generous to an extreme. Affectation and disguise in every shape were equally foreign to his nature, which delighted in manly openness and sincerity. A spirit naturally quick and lively, was always tempered by amiable feeling, and the expression of benignity, which so frequently brightened his masculine countenance, carried with it a peculiar charm.

“In reference to the highest and most important of all our moral obligations, he appeared to consider religion as a concern betwixt the Almighty and our own conscience alone. But from all his conduct and avowed sentiments on this momentous subject, it is at once gratifying and satisfactory to be assured, that his views and feelings, with regard both to natural and revealed religion, were such as every real Christian could have wished them to be.”¹

¹ For further particulars see Bower's Hist. of the Univ. of Edinb., vol. iii. pp. 294, 301; and our APPENDIX, pp. 96-100.

The citizens of Edinburgh had good cause to congratulate themselves on the selection of a successor to Mr Christison. Mr Aglionby-Ross Carson, rector of the grammar school of Dumfries, was unanimously elected to the vacant mastership. Of the wisdom of the choice, it is enough here to observe, that abundant evidence will appear in the sequel.

In less than four years the seminary sustained a heavy loss by the sudden death of its venerable rector. On the 13th of December 1809, Dr Adam was seized in the High School with an apoplectic affection. He lingered five days under the disease. Amidst the wanderings of mind that accompanied it, he was continually reverting to the business of the class, and addressing his pupils; and in the last hour of his life, as he fancied himself examining on the lesson of the day, he stopped short, and said, "But it grows dark boys, you may go;" and almost immediately expired. The magistrates of Edinburgh showed their respect for his memory by a public funeral.¹

Dr Adam's personal appearance was exactly as in his portrait by Sir Henry Raeburn. In height he was about five feet nine inches. His complexion inclined to ruddy; his eyes steady blue and moderately full. His hair was regularly dressed by an old Caxon: he wore a queue till near the end of his life, but for many years had given up powder. He lost his teeth early in consequence of having slept in a damp house. He was always neatly dressed, and wore a brown coat, black waistcoat, and silk stockings in the old style, knee-buckles and shoe-buckles.

Till his later years he seldom failed to leave Edinburgh during the vacation. He was fond of travelling. In August 1771, he visited Paris in company with Dr Joseph

¹ A detailed account of the funeral procession will be found in the appendix to the octavo edition of Arnot's *Hist. of Edinburgh*.

Townsend, author of "Travels in Spain," &c. When in Ireland, in the autumn of 1780, Dr Adam called on the Marquess of Wellesley, then Lord Mornington, and found that nobleman acting as classical instructor to two younger brothers. The Duke of Wellington in all probability was one of them. It is needless to add, that ever after Dr Adam entertained the highest opinion of the Marquess.

Dr Adam was a hard student through life, but he took regular exercise. He was an early riser. On leaving the class-room at three o'clock, his general walk was round by the Grange. Earlier in life Arthur's Seat was his favourite ramble; and he used to say, that he planned his works while climbing the hill. He seldom sat after dinner, but retired to his study, only returning for a short time to tea. He has been seen to sit down on an arm-chair as if resolved to take his ease; but shortly start up unable to bear the tedium of inaction. He never took supper; and about eleven went to bed. Such was his general routine.

Dr Adam entertained liberal views in regard to politics. It has been said, that at times, somewhat unguardedly, he gave expression to his sentiments in the class-room. The charge was certainly exaggerated; and it cannot be denied that the rector was too often treated by persons then in power rather cavalierly. It must at the same time be confessed, that Dr Adam could never restrain the expression of his feelings against the American war; and that he continued throughout life an ardent supporter of constitutional freedom. One of his pupils, so far back as the year 1805, and now holding high rank in the army, has favoured us with the following reminiscence:—

"On more than one occasion, when something we were reading probably led to remarks on the state of the country at the time, and to the events of the preceding century, as well as to the mode by which they might have been averted, the rector would exclaim, 'If these principles had

been attended to, America would have remained attached to Great Britain, and the King of France would have been still on his throne.' ' These words were uttered as if in soliloquy, and in a bland and plaintive tone, for which he was very remarkable: in the latter quality especially, when he ran over the list of his former pupils, mentioning their names, his expression, ' Ah, he is gone !' was very affecting. He would then, in a cheerful tone, relate what had become of others who had already distinguished themselves in life."

In the beginning of this century, Dr Adam rendered a highly important service to the schoolmasters of his native country, and to their families, by the very active part which he took in procuring an Act of Parliament, for " raising and securing a Fund for the relief of widows and children of Burgh and Parochial Schoolmasters in Scotland." Not only did he correspond on the subject with many influential members of the legislature, and secure their support, but he also advanced the amount of expense incurred in procuring the Act. Dr Adam may well be regarded as the father of this benevolent measure; and he had the peculiar satisfaction to witness the Fund, of which he was appointed the first cashier, rapidly rising in extent and respectability.

The growing importance and utility of the Scheme will best appear from the subjoined statement, kindly furnished at our request by the present intelligent and obliging clerk to the Association :—

This Fund was established by an Act of Parliament passed in 1807 (47 Geo. III.), since which time two other Acts have been obtained for improving the administration of it. One of these was passed in 1843 (6 Vict. c. 25), and the other in 1846 (9 and 10 Vict. c. 226).

There were originally five classes of contributors, each paying a different rate. These were by the last Act reduced to the four following, viz.—

Class.	Rate of Contributions Payable by Schoolmaster.				Rate of Annuity Payable to Widow.		
I. . . .	L.5	5	0	.	L.30	0	0
II. . . .	4	4	0	.	24	0	0
III. . . .	3	3	0	.	18	0	0
IV. . . .	2	2	0	.	12	0	0

The number of contributors in 1848 was 1237, and the number of widows and orphan families receiving annuities from the Fund was 206. The total amount of the Fund, in the same year, was L.62,812, and the amount paid to widows and orphans was L.3057, 14s. The annuities are paid yearly in advance, and immediately upon the death of a contributor his widow receives a proportion of her annuity corresponding to the time which has to elapse till the first full payment becomes due. The affairs of the Fund are managed by a preses or chairman, a cashier, and a committee consisting of fifteen members, all of whom must be contributors."

It is proper to add to the above distinct statement, that in consequence of Dr Walter Adam having generously presented the copyright of his father's Latin and English Grammar to the Society of Burgh and Parochial Schoolmasters, the funds of that flourishing Association have, from that source alone, been benefited to the extent of nearly six hundred pounds.

In the Appendix, we have spoken of Dr Adam's valuable writings.¹ Not to advert further in regard to his excellent "Grammar" and "Roman Antiquities," we would say of his other compilations, that their great value consists in their being drawn directly from the classics, and that they may be regarded as running commentaries on the principal authors read in our Latin schools. His Latin Dictionary was intended chiefly for the use of schools, and to be followed by a larger work, containing copious illustrations of every word in the language. "The character

¹ APPENDIX, p. 64.

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Feb. 10.—Mr Ballantyne continued his readings from "Guy Mannering," which were heard by the gentlemen present with the highest admiration, and with increased delight.

Feb. 21.—Another delightful reading of "Guy Mannering" at Mr Ballantyne's.

1816 June 7.—Mr Gray read some letters from Mr Wordsworth to himself, expressing his ideas of the manner and spirit in which a new Memoir of Robert Burns' Life and Character ought to be written.

1817 March 7.—Professor Christison, "On the Objects of the Feelings of Beauty and Sublimity."

April 4.—Mr Robert Ainslie, "On the Arguments in favour of the Immortality of the Soul."

June 27.—Mr Gray read a letter intended to be sent to Mr Gilbert Burns, on the subject of the different circumstances to be adverted to in a proposed new biographical account of his brother, Robert Burns.

Dec. 19.—Mr Gray, "A Comparative View of the Hippolitus of Euripides, on the Phedre of Racine. This gave rise to a long conversation both on the Greek and French drama, and the general effects of poetical imitation."

— 26.—Mr Ballantyne read large Excerpts from the Novel of "Rob Roy," not yet published, but to appear in a few days.

1818 Jan. 23.—Mr Gray, "Biographical Account of Mr James Hogg, the Ettrick Shepherd, with notices of his various publications, and critical remarks on the genius and manner of writing of Mr Hogg."

1819 May 13.—Mr Gray, "On the genius of Dryden as a Dramatic Writer."¹

¹ The late Robert Ainslie, Esq., W.S., the early friend and correspondent of Robert Burns, the poet, kindly afforded me an opportunity of examining the Records of the Literary Society, of which he was for

Dr John Hill's death having occasioned a vacancy in the Humanity Chair in the University of Edinburgh, Mr Alexander Christison was unanimously elected as his successor. In the High School Mr Christison had faithfully laboured for twenty years. He was the first of the subordinate masters who introduced the teaching of Greek as part of the fourth year's course of study; and he essentially contributed to have that noble language *publicly* taught in this seminary.¹ The meagre amount of instruction in Greek given at the High School at this time, was assuredly not creditable to the metropolitan seminary. It is, however, but justice to the memory of the learned rector Dr Adam, and the other masters, to remind our readers that no blame can be attached to them. A jealousy, as has already been shown, existed in the minds of certain parties interested in the University; whose opposition to the teaching of Greek in the High School arose from an apprehension that the professor of that branch of study would be prejudicially affected.²

A short while before he entered upon his professorial duties, Mr Christison, in a letter now before us, thus wrote to one of his colleagues:—"I have, for some months, been teaching my class all the kinds of Latin verse for which Ruddiman has given rules. On the examination day, I requested fifteen or sixteen of the class to translate from

some time secretary. Mr Ainslie, who died in April 1838, read parts of this useful little volume, entitled "Reasons for the Hope that is in us," before the society.

¹ See "The General Diffusion of Knowledge, one great cause of the prosperity of North Britain. With an Appendix, containing a proposal for improving the present mode of teaching the Greek Language. By Alexander Christison, one of the Masters of the High School of Edinburgh, and F.R.S.E." Edinb. 1802. Pp. 29, 35. A favourable article on this pamphlet, written by the late Mr Francis Horner, will be found in the first volume of the Edinburgh Review.

² It has inadvertently been mentioned at p. 22, that *Greek* was taught in the High School so early as the year 1593.

literal English and literal Latin, and write on slates a stanza of an Horatian ode of Gray, and to arrange the words in the order of scanning, with the long and short syllables marked. They did so without any mistake. Do you not think this exercise ought to be begun earlier, and to be continued through the whole course at school, if not at college?"

Mr Christison continued regularly to perform his important duties till his death, which took place in July 1820. In another part of this volume¹ we have given a sketch of his history; but we cannot resist giving an extract from a Memoir which appeared at the time in the "Edinburgh Courant," written by the Rev. Dr Thomas Macknight, his inseparable companion from early life. After mentioning that the funeral of the amiable and worthy Professor was a public one, and that the procession consisted of not less than seven hundred persons, Dr Macknight writes as follows:—

"During the whole of Professor Christison's public life, it was always an object of interest and pleasure to observe the vigour and activity of his mind, delighting to range uncontrolled over all the fields of human knowledge, and entering with ease into the most abstruse and difficult speculations both of philosophical and of mathematical science. If he indulged any particular tendency, it was toward the study of the higher calculus, with a view to explain its elementary principles in a clearer and simpler manner than, in his opinion, had yet been done. By his perpetual habits of intense thinking, from which he seemed to have little pleasure in relaxation, which to ordinary minds must have been a fatigue, appeared to his no more than merely a matter of course, or perhaps, more properly speaking, a luxury. When any topic of speculation took possession of his mind, he was eager to render it the subject of conversation, in which his powers of clear conception and appropriate expression were uncommonly great. Yet this eagerness of discussion had no connexion with motives of vanity, or of self-display; it proceeded

¹ See APPENDIX, p. 96-100.

only from the fulness of his heart, impressed with the importance or interest of his subject, into which, in all its bearings, he entered deeply, and with singular acuteness and discrimination. With the practice of composition he had not been early familiarized, nor did it ever become easy to him ; but his judgment of it was always correct, and in verbal discussion, which was evidently his forte, he could hardly be excelled.

“ The knowledge he possessed on every subject, and the facility with which he brought it to bear on all his topics of conversation, were indeed admirable, and certainly formed a qualification of no ordinary value for an instructor of youth. At the same time, however ably he must be allowed to have discharged the functions of his office, it can hardly be doubted, that had the light and energy of so powerful an intellect been more exclusively concentrated on the peculiar studies of his profession, he must have attained to a still higher rank in the scale of professional eminence.

“ Never did a heart of purer benevolence and integrity, or more exalted above every thing mean, dishonourable, or unworthy, glow in the breast of a human being. In assisting the needy, and in patronising or encouraging merit, his own interest or convenience were on all occasions his least concern, and his liberality in proportion to his means was often generous to an extreme. Affectation and disguise in every shape were equally foreign to his nature, which delighted in manly openness and sincerity. A spirit naturally quick and lively, was always tempered by amiable feeling, and the expression of benignity, which so frequently brightened his masculine countenance, carried with it a peculiar charm.

“ In reference to the highest and most important of all our moral obligations, he appeared to consider religion as a concern betwixt the Almighty and our own conscience alone. But from all his conduct and avowed sentiments on this momentous subject, it is at once gratifying and satisfactory to be assured, that his views and feelings, with regard both to natural and revealed religion, were such as every real Christian could have wished them to be.”¹

¹ For further particulars see Bower's Hist. of the Univ. of Edinb., vol. iii. pp. 294, 301; and our APPENDIX, pp. 96-100.

The citizens of Edinburgh had good cause to congratulate themselves on the selection of a successor to Mr Christison. Mr Aglionby-Ross Carson, rector of the grammar school of Dumfries, was unanimously elected to the vacant mastership. Of the wisdom of the choice, it is enough here to observe, that abundant evidence will appear in the sequel.

In less than four years the seminary sustained a heavy loss by the sudden death of its venerable rector. On the 13th of December 1809, Dr Adam was seized in the High School with an apoplectic affection. He lingered five days under the disease. Amidst the wanderings of mind that accompanied it, he was continually reverting to the business of the class, and addressing his pupils; and in the last hour of his life, as he fancied himself examining on the lesson of the day, he stopped short, and said, "But it grows dark boys, you may go;" and almost immediately expired. The magistrates of Edinburgh showed their respect for his memory by a public funeral.¹

Dr Adam's personal appearance was exactly as in his portrait by Sir Henry Raeburn. In height he was about five feet nine inches. His complexion inclined to ruddy; his eyes steady blue and moderately full. His hair was regularly dressed by an old Caxon: he wore a queue till near the end of his life, but for many years had given up powder. He lost his teeth early in consequence of having slept in a damp house. He was always neatly dressed, and wore a brown coat, black waistcoat, and silk stockings in the old style, knee-buckles and shoe-buckles.

Till his later years he seldom failed to leave Edinburgh during the vacation. He was fond of travelling. In August 1771, he visited Paris in company with Dr Joseph

¹ A detailed account of the funeral procession will be found in the appendix to the octavo edition of Arnot's *Hist. of Edinburgh*.

Townsend, author of "Travels in Spain," &c. When in Ireland, in the autumn of 1780, Dr Adam called on the Marquess of Wellesley, then Lord Mornington, and found that nobleman acting as classical instructor to two younger brothers. The Duke of Wellington in all probability was one of them. It is needless to add, that ever after Dr Adam entertained the highest opinion of the Marquess.

Dr Adam was a hard student through life, but he took regular exercise. He was an early riser. On leaving the class-room at three o'clock, his general walk was round by the Grange. Earlier in life Arthur's Seat was his favourite ramble; and he used to say, that he planned his works while climbing the hill. He seldom sat after dinner, but retired to his study, only returning for a short time to tea. He has been seen to sit down on an arm-chair as if resolved to take his ease; but shortly start up unable to bear the tedium of inaction. He never took supper; and about eleven went to bed. Such was his general routine.

Dr Adam entertained liberal views in regard to politics. It has been said, that at times, somewhat unguardedly, he gave expression to his sentiments in the class-room. The charge was certainly exaggerated; and it cannot be denied that the rector was too often treated by persons then in power rather cavalierly. It must at the same time be confessed, that Dr Adam could never restrain the expression of his feelings against the American war; and that he continued throughout life an ardent supporter of constitutional freedom. One of his pupils, so far back as the year 1805, and now holding high rank in the army, has favoured us with the following reminiscence:—

"On more than one occasion, when something we were reading probably led to remarks on the state of the country at the time, and to the events of the preceding century, as well as to the mode by which they might have been averted, the rector would exclaim, 'If these principles had

been attended to, America would have remained attached to Great Britain, and the King of France would have been still on his throne.' ' These words were uttered as if in soliloquy, and in a bland and plaintive tone, for which he was very remarkable : in the latter quality especially, when he ran over the list of his former pupils, mentioning their names, his expression, ' Ah, he is gone ! ' was very affecting. He would then, in a cheerful tone, relate what had become of others who had already distinguished themselves in life."

In the beginning of this century, Dr Adam rendered a highly important service to the schoolmasters of his native country, and to their families, by the very active part which he took in procuring an Act of Parliament, for " raising and securing a Fund for the relief of widows and children of Burgh and Parochial Schoolmasters in Scotland." Not only did he correspond on the subject with many influential members of the legislature, and secure their support, but he also advanced the amount of expense incurred in procuring the Act. Dr Adam may well be regarded as the father of this benevolent measure ; and he had the peculiar satisfaction to witness the Fund, of which he was appointed the first cashier, rapidly rising in extent and respectability.

The growing importance and utility of the Scheme will best appear from the subjoined statement, kindly furnished at our request by the present intelligent and obliging clerk to the Association :—

This Fund was established by an Act of Parliament passed in 1807 (47 Geo. III.), since which time two other Acts have been obtained for improving the administration of it. One of these was passed in 1843 (6 Vict. c. 25), and the other in 1846 (9 and 10 Vict. c. 226).

There were originally five classes of contributors, each paying a different rate. These were by the last Act reduced to the four following, viz.—

Class.	Rate of Contributions Payable by Schoolmaster.				Rate of Annuity Payable to Widow.		
I. . . .	L.5	5	0	.	L.30	0	0
II. . . .	4	4	0	.	24	0	0
III. . . .	3	3	0	.	18	0	0
IV. . . .	2	2	0	.	12	0	0

The number of contributors in 1848 was 1237, and the number of widows and orphan families receiving annuities from the Fund was 206. The total amount of the Fund, in the same year, was L.62,812, and the amount paid to widows and orphans was L.3057, 14s. The annuities are paid yearly in advance, and immediately upon the death of a contributor his widow receives a proportion of her annuity corresponding to the time which has to elapse till the first full payment becomes due. The affairs of the Fund are managed by a preses or chairman, a cashier, and a committee consisting of fifteen members, all of whom must be contributors."

It is proper to add to the above distinct statement, that in consequence of Dr Walter Adam having generously presented the copyright of his father's Latin and English Grammar to the Society of Burgh and Parochial Schoolmasters, the funds of that flourishing Association have, from that source alone, been benefited to the extent of nearly six hundred pounds.

In the Appendix, we have spoken of Dr Adam's valuable writings.¹ Not to advert further in regard to his excellent "Grammar" and "Roman Antiquities," we would say of his other compilations, that their great value consists in their being drawn directly from the classics, and that they may be regarded as running commentaries on the principal authors read in our Latin schools. His Latin Dictionary was intended chiefly for the use of schools, and to be followed by a larger work, containing copious illustrations of every word in the language. "The character

¹ APPENDIX, p. 64.

which Dr Adam had acquired by his former works for patient research and correct detail, stamped a high and deserved authority on this book. The clear account of the different meanings of words, the explanation of idioms, and happy translation of difficult passages, which abound, particularly in the latter half, are admirably well adapted to remove the difficulties of the younger student, and render the work, notwithstanding the modesty of its pretensions, equally valuable to the more advanced. It is much to be regretted he did not live to complete his larger work, on the extended scale on which the latter part of the small one is executed." The manuscript of the remaining portion of this valuable work, as left by the author, is now in the High School.¹

It may gratify the reader to peruse the testimony which has been so cordially borne to the character of Dr Adam by two of his most distinguished pupils. Of the rector, the late Mr Francis Horner (dux of the school in 1792), said, on the 23d December 1809 :—" No man ever led a more meritorious and serviceable life, and I have always felt a most agreeable debt of gratitude to him, for the love he gave me in early life for the pursuits which are still my best source of happiness, as well as for the most valuable impressions in all subjects of political opinion. I could

¹ In November 1829, Dr Walter Adam presented to the town-council of Edinburgh the MSS. of his late father's works, together with a selection from the rector's correspondence, with other papers relating to the High School and to classical literature. The offer was made and accepted on the following conditions :—1. That during Dr Walter Adam's life, none of the writings should be published without his previous consent. 2. That any of his father's MSS. which might be required for preparing future editions of his works, should be restored to the donor on his order. 3. That the MSS. of his father, and the other papers, should remain within the High School, under the charge of the magistrates and council, and their successors in office ; and that all arrangements regarding the MSS. should, in all time coming, be with the concurrence of the rector of the High School.

not refrain from sending a little notice to the *Morning Chronicle*, expressive of the real sentiments I entertained for him." The following is the notice of Dr Adam referred to in the preceding sentence :—

" On the 20th instant died at Edinburgh, after a few days' illness, Alexander Adam, LL.D., rector of the High School, having filled that situation for near forty years. His long life was to its very close an unremitted course of labour in the service of the public ; all the leisure which the duties of his office left him being devoted to the composition of works for improving the methods of classical education in Scotland, but which were found to be so useful and accurate, that they have been received with approbation, and adopted in this country. To the most unwearied application, he joined an enthusiasm for learning, and for the liberties of mankind, and possessed the most perfect independence and integrity of mind. The men who were educated in that school, during his time, will long remember how he inspired his boys with an attachment both to himself and to the pursuits in which he instructed them, and will always regard his memory with affection and gratitude."¹

Lord Brougham, who was Dr Adam's best scholar in the year 1791, has recorded his very high opinion of the rector in a recent letter to the Author. " Dr Adam," says his Lordship, " was one of the very best teachers he ever heard of, and by far the best he ever knew. Dr Adam had the talent of making his pupils delight in learning, and he opened their minds to the knowledge both of the classics and the love of all other important studies."²

¹ See the valuable " *Memoirs and Correspondence of Francis Horner, M.P.* Edited by his Brother, Leonard Horner, Esq., F.R.S.," vol. ii. pp. 14, 16.

² For particulars and references additional to those mentioned in our biographical notice of Dr Adam in the Appendix, see the *Annual Obitu-*

A successor was found to Dr Adam in the person of Mr James Pillans, who was unanimously elected, January 24, 1810.¹ Dr Adam, when conversing with his son on one occasion, had spoken of Mr Pillans as a very suitable person to succeed him. He had been one of the Doctor's pupils; and at the annual examination in the year 1792, ranked next to Francis Horner, who then carried off the highest honours. Mr Pillans entered upon his new duties with an enthusiastic desire to extend the reputation of this seminary. His long residence in England, and his intimate acquaintance with the course of study pursued at the great schools in the south, particularly that of Eton, rendered his appointment of no small importance to Edinburgh, his native city.²

An account of the Rector's class about this time, written by the late Mr Archibald N. Carmichael, will gratify the reader much more than any narrative of ours. That lamented individual, then a pupil of the school, and who quitted it with the highest honours, devoted his life to teaching,—a profession in which he pre-eminently distinguished himself. Mr Carmichael had entered the seminary a few months before the death of Dr Adam. It will be seen that in this valuable paper he cursorily adverts to a period already noticed.

ary (vol. vii. pp. 399-429) for 1823, which contains a Memoir of the Rector, with original letters; *Encyclopædia Brit.*, art. Adam (written by Prof. Pillans); *Penny Cyclopædia*, vol. i. 108. Besides consulting these works, I have been favoured by my learned friend, the Rev. John Ramsay, minister of Gladsmuir, with the perusal of his *Life of Dr Adam*, prepared many years ago for publication, but which has not yet been printed.

¹ Council Record, vol. clv. pp. 225, 227.

² See APPENDIX, pp. 65, 68.

NOTES AND RECOLLECTIONS OF A TWO YEARS' ATTENDANCE ON THE RECTOR'S CLASS IN THE HIGH SCHOOL OF EDINBURGH, DURING THE SESSIONS 1809-10, AND 1810-11.

“ The study of the Classics is admitted by men of sense and true knowledge to be an important branch of liberal education. The opinion which learned men in general have entertained with regard to the value of an intimate acquaintance with the ancient writers of Greece and Italy, has indeed been rarely controverted by any but those who were themselves ignorant of those languages, and of the literary remains of past ages, the study of which they professed to despise and condemn. It has been well remarked, that no man of high rank ever depreciated the advantages of honourable birth ; and no man of true learning ever attempted to disparage the intellectual acquisitions of which he was possessed. Our ancestors, who were deeply versed in the writings of the eminent authors of antiquity, seem to have set a high value on the attainment of classical erudition. By the rules which they framed for the management of the education of youth in schools and colleges, they evinced a solicitude for the promotion of the knowledge of Roman, Greek, and Oriental learning, which reflected the greatest honour on their wisdom, taste, and patriotism. If a strict adherence to the spirit of these rules had been always maintained, the classical acquirements of our literary countrymen would have been far higher than they are at this day. Of late, however, an increasing attention to ancient literature has been manifested in various quarters. This is a circumstance which must give much pleasure to every one who takes an interest in the honour and prosperity of his native country. In many parts of Scotland, the methods of teaching the learned languages, especially the Latin, are on a much more judiciously devised plan than they have been

for a century past ; and it is fair, as well as pleasing, to suppose that a general revival of classical taste and learning will speedily take place among us. It cannot be disguised, that for a long period the study of the ancient languages was conducted almost nowhere in Scotland with reasonable skill and ability, save in the High School of Edinburgh. Whatever portion of scholarship existed among those who were educated in this country during the time now referred to, may be fairly attributed to the zeal and assiduity of the Masters of that Seminary. For many years previous to the days of Dr Adam, no great ardour for the advancement of ancient learning was to be found even in the High School of Edinburgh itself. A certain routine of education was observed in the training of the ingenuous youth ; but very little pains were taken with a view to infuse into their minds that enthusiastic fondness for the remains of Greek and Roman antiquity, which is indispensably requisite to any real proficiency in classical learning. Towards the end of the last, and particularly in the beginning of the present, century, a favourable change in the management of that distinguished seminary has taken place. As I had the happiness of being educated for two years in that institution, under the care of two of the most eminent scholars whom Scotland has produced in modern times, and who successively filled the office of Rector or Head-Master therein, I may be pardoned perhaps, if I presume to relate some of the circumstances connected with my literary progress during that period. These notices, I do not commit to record for the purpose of gratifying my own vanity, but from a desire to contribute my humble mite towards elucidating the history of classical education amongst our countrymen, and a wish to do some little justice to the reputation of those eminent teachers, to whose zeal, ingenuity, learning, industry, and perseverance, the advancement of the cause of good letters in the northern

division of our island, is in a very peculiar degree to be ascribed. From the High School of Edinburgh an impulse has of late been communicated to many provincial and parochial seminaries of education. As I am professionally employed in conducting the classical studies of a large number of the youth in an important station of the country,¹ I feel a peculiar interest in whatever relates to the subject of education in general, and especially in all that affects the state of that branch of it to which my own labours have, for a considerable time, been almost exclusively directed. After spending four years at a provincial school,² from which two pupils have now proceeded who obtained the gold medals at the annual examination of the Rector's class in the High School of the Metropolis, I was transferred to Edinburgh for the purpose of being placed under the tuition of the learned Dr Adam. That gentleman, when I entered his class (September 1809), was far advanced in life, and enjoyed a great and deserved reputation as a successful teacher of youth. His exertions were, however, chiefly confined to the instruction of his pupils in the Latin language.

“Notwithstanding the celebrity which the Doctor acquired as a Latin scholar, and the number and variety of the erudite works which he published, it is said that he was thwarted in his attempt to introduce the study of Greek into the curriculum of the Rector's class.³ Of all the masters of the High School in my time, Mr Gray was the one

¹ Mr Carmichael was, at the time here referred to, Classical Master in the Royal Academy, Inverness.

² The Grammar School of Falkirk, where *Mr John Stainton*, dux of the High School in 1808, and *Mr A. N. Carmichael*, the writer of the above paper, dux in 1811, were educated before entering the Rector's Class.

³ The comparative neglect of the study of Greek in the Rector's classes, we have already explained, as proceeding from the opposition offered by the *Senatus Academicus* so early as the year 1772. See p. 119.

who taught the Greek language with the greatest care and assiduity. Indeed, he usually put the grammar of that tongue into the hands of his boys, nearly a whole twelve-month before the ordinary time fixed for the commencement of the study of Greek by his colleagues in the seminary. When I joined the Rector's class, I took my place below all those boys who entered from the fourth class of the High School at the same period, and who, as a matter of right, took precedence of every one who had not enjoyed the advantage of the previous tuition of the masters of that seminary. The class, when fully formed, mustered upwards of 160, a number larger than any ever known to be on the Rector's list before. Since that time, however, a much more numerous attendance has annually taken place. Our excellent teacher, with a natural partiality for the olden time, was accustomed pretty frequently to recapitulate to his boys the circumstances of his early life, the difficulties which he encountered when he was a student at College, and the struggles which he maintained with his constituents the magistrates of Edinburgh, and with the masters of the High School, about the introduction of his grammar of the Latin language into the different classes of the seminary. All these things appeared to have made a deep impression upon his feelings, as they continued to the last to be firmly rooted in his memory. To the nature of his political sentiments at a time when a violent collision of opinions on the revolution in a neighbouring country took place throughout almost the whole range of learning and polite society, he insinuated that a large portion of the opposition which he met with in a particular quarter owed its rise. Of him, taken all in all, it may with truth be affirmed, that no man was ever more devoted to his professional duties, or took greater pleasure in discharging them to the utmost of his ability. In examining his pupils upon their acquaintance with the subjects which formed the les-

son of the day, in order to encourage those who occupied the lower benches to exertion, Dr Adam frequently called upon the first boy from the foot of the class who thought himself prepared to undergo the ordeal of a thorough and minute examination; and the individual, if the master was satisfied with the proofs which he exhibited of diligence and attention to the preparation of the various tasks that had been allotted at the preceding meeting, was then permitted to move upwards till he came to a fellow student who was equally willing to be adventurous. Immediately below him he took his place. The second aspirant was next subjected to a similar trial, with the same advantages and prospect of promotion in case of success. If he failed, the boy only who sat next below him was permitted to set him right, all the others beneath being considered to have forfeited their right to correct, by declining the competition at first. This mode of proceeding had the good effect of giving life to any latent spark of honest ambition that might exist in the breast of the *lower orders*, and also afforded an opportunity to those who, having been trained in other seminaries, were yet strangers to the discipline of the High School, to extricate themselves with the least delay possible from the inert mass of those who usually bring up the rear. So completely collected did the Doctor appear to be at all times in discharging the minutiae of the various duties of his profession, that in examining and criticising the written exercises of his boys,—a task which he often performed during the hours of teaching,—he seldom or never allowed the regular routine of the class to be interrupted, but conducted the business as if his mind were not otherwise employed. He died on the 18th December 1809, after a few days' illness; and so strongly did he feel the influence of his former habits, that, as if he had been in the middle of his boys in the class-room, he said, almost in the act of closing his eyes in death, 'It was now grow-

ing dark and he must dismiss them.' Up to the period of the Rector's death our readings in the class were confined to Virgil and Sallust, with a little of Horace, though during all the period we were under his care our studies were frequently diversified by an application to his grammar, and other works, an intimate acquaintance with which he rigorously enforced. Three hours every week were devoted to the study of ancient geography, and two hours to that of the Greek language. About this juncture I was generally somewhere about twenty-five and thirty from the top of the class, and I have no great reason to think that I would have risen much higher, under the system of instruction then followed, even if our learned and worthy Rector had lived longer. The funeral of Dr Adam was honourable to his memory, and to the good sense and feeling of the city of Edinburgh. His obsequies were conducted in the most solemn and public manner, and all the boys of the school, with their respective masters, walked in procession on that occasion. This last mark of esteem for a man who had contributed so much to the revival of a taste for classical pursuits in this country, by his learned writings and diligent and successful labours as a teacher of youth, was as creditable to the character of those who paid it, as it was in some degree suitable to the merits of the deceased Rector.

"A period of about five weeks elapsed before a successor to Dr Adam was appointed. The business of the class during that time was conducted by Mr Luke Fraser,¹ who had formerly been one of the teachers of the High School.

¹ Mr Luke Fraser, who had been nearly forty years an ornament of the High School, and who had resigned his mastership in 1805, readily came forward, though far advanced in life, and taught the Rector's class from the period of Dr Adam's death till the appointment of his successor. For his services on this occasion Mr Fraser received the thanks of the Corporation, and a piece of plate, value twenty-five guineas.—(Council Record, vol. clv. pp. 246, 398-9.)

The boys welcomed the appearance of this gentleman on the scene of his past labours. During this interregnum many of the boys manifested a disposition to enter very keenly into the consideration of the respective merits and claims of those gentlemen who were understood to be candidates for the vacant Rectorship. All of them agreed in reprobating the election of a stranger; but they were divided in their opinions about the pretensions of even the masters of the High School to the office in question. Mr Ritchie, the senior master, possessed the good wishes of by far the greater number of the boys. His easiness of temper, and good-natured forbearance with his pupils on every occasion, rendered him almost a general favourite. It was believed that the exertions made by Mr Carson, the present (1823) justly respected Rector of the School, in favour of his senior colleague, proved injurious to his own interests at that election; and the supposition of his being called to the chair in the event of the failure of Mr Ritchie's application, gave pleasure to all. Mr Irvine was never named as a candidate; Mr Gray's claims were heard of with impatience; and the frequent cries of 'No Fraser,' 'No Pillans,' sufficiently indicated the nature of the estimation in which the merits of these gentlemen were held. Towards the end of January 1810 Mr Pillans was elected to the office of Rector, and was introduced to his class and to his colleagues by the magistrates of Edinburgh. The apparent enthusiasm with which he was received in the Hall of the High School on that occasion, betokened a termination to our incessant discussions on the subject; and the compliment of half a day's liberation from our usual tasks, which was bestowed by the new Rector, appeared to form an auspicious commencement of the exercise of his official duties among us. The restless and impatient spirit that had occasionally manifested itself in the class, continued however to be kept alive. As the greater part of his

pupils were now in an advanced stage of youth, the task of restoring order in the class was a matter of no ordinary difficulty to the newly-appointed Rector. An act of rigour soon became indispensably necessary for the maintenance of his authority. One of the biggest boys in the class was made the subject of the *summum supplicium*, in spite of his most piteous deprecations. The presence of an able-bodied janitor overawed every attempt at resistance on the part of the culprit or his associates; and the severe example which the punishment of this boy exhibited to the rest of the scholars, produced the most salutary effect on the spirits of the mutinous and unruly. Order was completely re-established, and a vigilant and rigorous system of discipline commenced its full operation. Acts of severity were still at certain times necessary; but the general and habitual obedience of the class was secured. The season was, however, now too far advanced for the introduction of many improvements in the plan of our studies, that were afterwards so successfully matured and prosecuted by our ingenious and accomplished Rector, as well as for the total abolition of corporal punishments, and the substitution in their place of tasks to be performed at the expense of leisure time. Great changes were soon to be made in the mode of conducting both the education and the discipline of the class, and which were to raise the reputation of the seminary to a height far beyond that which any similar institution in Scotland had ever attained. The Hexametrical works of Horace, with the exception of the treatise de Arte Poetica, and some of the more indelicate Satires; the Andrian of Terence, with part of the Heautontimorumenos; the Oration of Cicero pro Archia Poeta, his first and fourth in Catilinam, and his Cato Major de Senectute, with lessons in Greek and Ancient Geography, in the former three times, and in the latter twice, a-week, for one hour each day, after the ordinary business of the class was

over, formed the subject of our labours during the remainder of the season ; and indeed yielded abundant employment for the most ardent votary of study. The readings in Greek of the more advanced boys were confined chiefly to the historical extracts contained in Professor Dalzel's *Collectanea Majora* ; and the attention of the junior part of the class was principally directed to the Grammar and to the *Collectanea Minora* of the same eminent scholar. On the day of the annual examination in August, the place which I occupied was the tenth from the head of the class. All the boys above me had preceded me one whole year at least in their attendance on the Rector's class, and the greater number of them were my seniors in years. On reviewing the history of the highest twelve in the class, it is with regret I find that three of them have already left the stage of life. Of those three, Mr Joseph Hume,¹ son of the late professor of Scots law, was one. This young man made a distinguished appearance at the university. Four or five are to be seen occasionally in their gowns of office in the Parliament House, when the Courts of Law are sitting ; and the remainder are employed, I believe, in the department of medicine. It has fallen to my own lot, as I have before noticed, to be occupied in instructing the minds of my young countrymen in the knowledge of Greek and Roman learning.

Although I had every reason to be satisfied with my situation and prospects in the class at the close of the session in 1810, I felt great reluctance at the thought of returning to the High School for another year. I wished very much to enter the College of Glasgow ; and at one time supposed

¹ Mr Joseph Hume, the only son of Baron Hume, was called to the Scottish Bar in 1818. He was, says Mr Lockhart (*Life of Sir Walter Scott*, 2d edition, vol. vi. p. 59), " a singularly graceful young man, rich in the promise of hereditary genius, but alas ! cut off in the bloom of his days." He died April 3, 1819.

that I had succeeded in persuading my father to gratify my inclinations on this point. As far as I can distinctly recollect, my unwillingness to return to the scene of my former labours, originated in the circumstance of my most intimate companions in the class having already completed their course of education at the High School, which I felt would necessarily give me the painful distinction of being a solitary survivor of them all within the precincts of the seminary. While I remained in a state of some uncertainty with regard to my ulterior destination, a letter from our Rector, which that gentleman did my father the honour of addressing to him on the subject of my former studies, very opportunely arrived at Falkirk, and speedily terminated all hesitation about my proceedings for the ensuing year. I was, in consequence of this letter, dispatched to Edinburgh in the second week of October 1810, and having stood higher in the class than any one then present, who belonged to it in the former session, I took my place, according to the established rule in such circumstances, as dux of the new assembly. As I had not made my appearance on the first day of the session, my arrival seemed to occasion not a little surprise among my class-fellows of the preceding year. From some pretty unequivocal expressions with which my return was greeted by one of them, I could not help thinking that my unexpected presence gave them considerable dissatisfaction. The greater number of the boys, however, among whom I was now placed, having been just transferred to the care of the Rector, by Mr Ritchie, under whose direction and superintendence they had studied for the usual and legitimate period of four preceding sessions of the High School, were unknown to me even by sight. The different classes of that Institution, it is well known, have almost as little intercourse with each other as if they were the various castes of an oriental population. Within a day or two after my entry to the class, I was

compelled to yield my place of dux to a competitor for the highest honours of the school, who was admitted by all to be a very dangerous rival. This young man was the son of an eminent professor in the University of Edinburgh, and many circumstances in his situation contributed to justify the opinion which was entertained with respect to his abilities and prospects, by our youthful companions. He retained his rank as dux for about a fortnight, after which he lost the station of pre-eminence, which he hardly ever again occupied for a whole day throughout the remainder of the session. The competition for the gold medal at the next annual examination of the class, was, subsequently to this time, keenly maintained for the rest of the year between me and a little boy of great industry, whose application to his studies secured him the second place in the class, at the conclusion of our public exhibition in the following August. Having now recovered the ground I had lost, I endeavoured to retain it afterwards as effectually as possible. Every thing henceforward went on smoothly as far as the business of the class was concerned ; and even the boys who had been recently introduced into it, and who had not formerly been very remarkable for their orderly habits, were gradually, yet speedily, brought into a state of entire and scholarlike subordination to the will of the Rector, by means of that firm and temperate system of discipline to which all, without distinction, found themselves subjected. Our readings up to the Christmas vacation had been extended to the whole of the first and second book of the *Æneid* of Virgil, and to sixty chapters of the *Jugurtha* of Sallust. As an exercise which might amuse us usefully during the interval of our ordinary studies, the task of making an epitome in English of that portion of the work of Sallust which we had read in the class, was assigned to us by our zealous and indefatigable Rector. In the accomplishment of this labour we were in-

structed to omit all the author's digressions, and to restrict our efforts as much as we could to a bare narrative of the Jugurthine war.

In order to facilitate the execution of a performance to which nothing similar had ever been required from the boys before, and which, in itself, appeared to present formidable difficulties to our inexperienced minds, Mr Pillans was pleased to favour us with an outline of the chapters to which our attention was to be directed. This analysis he read to us from the chair, that it might serve as a sort of guide to conduct us in our solitary exertions. At the re-opening of the school in January 1811, I was called upon to read over a part of my exercise, which, to my great happiness, received the impress of the master's approbation. About the beginning of February an important innovation was introduced into the plan of teaching hitherto observed in the senior class of the High School. This was the study of the art of making Latin verses—an addition to our other avocations which gave a new and powerful stimulus to the activities of the boys who had made the highest advances in classical attainments, and which contributed in an eminent degree to promote the knowledge of Roman Antiquities and learning in the individuals composing the class, and to enhance and extend the rising celebrity of the whole seminary. As a prelude and preparation to the task of constructing verses, a small volume of Extracts from the Elegiac works of Ovid, Tibullus, and Propertius, which had been printed for the use of the class, was put into our hands, in order merely, as we understood, that by means of it we might become acquainted with a kind of poetical measure and verse not often met with in the books that are usually read in classical schools. After being trained for a short time to the analysing of long and short syllables by the ordinary method of scanning, &c., a few of the boys who stood highest in the class were required to prepare a

number of lines or verses, not less than four, according to the true and strict rules of Prosody. In complying with this injunction, we were at liberty to make use of the very words employed by the writers in the volume of Extracts, on condition that we took the words of our Hexameters from the Pentameter verses of these Elegiac Poets, and those of our Pentameters from their Hexameters, and that we did not appropriate to our own purposes, and employ consecutively any two consecutive words in any one line in the volume. In the first effort one only, or two, of our number acquitted themselves to the satisfaction of the master. On this occasion, as I remember well, we were not a little perplexed with regard to the true object and design of so great an innovation upon the established routine of our studies, as this species of labour appeared to be. Some of us had recourse, in this emergency, to a class-fellow, who had been educated in England, as we supposed he could give us proper information on a subject which engrossed our anxious consideration. All the comfort we derived from him, however, consisted in a significant intimation, that we might think ourselves very well off indeed, if we should escape being obliged to write sense verses at an early day. This suggestion we treated as utterly groundless and incredible. Notwithstanding the unpromising result of our first essays, a few of the boys gradually acquired, by a little practice, a rapid facility in fabricating nonsense verses. Our next step in the progress of metrical composition consisted in our attempts on a few lines literally translated from a Latin poem on the Sabbath-day, which was usually read out to us by the Rector on the Saturdays, and which were then taken down in writing by those who proposed to render them into Roman measures in the hours of domestic retirement. The versions of these lines were always looked for by the Rector on the ensuing Monday. The translation of some lines of Pope's English version of

the Iliad of Homer constituted another of our efforts in the same department of study. The best specimen of versification produced in this instance was given in by the young gentleman¹ who dispossessed me of the place of dux for nearly a whole fortnight at the commencement of the session. This version of his, and some other similar performances by his class-fellows being afterwards printed, were circulated through the room on the day of the annual examination of the school, as proofs of the proficiency which had been made, within the course of a very few months, in a branch of classical education never before cultivated, or at least wholly neglected for ages past in the seminaries of Scotland. After this period, Mr Pillans was accustomed to prescribe to us a subject for a number of Hexameter and Pentameter verses, which were to be presented to him on an appointed day. In the management of these exercises, we sometimes enjoyed the benefit of a few hints thrown out by the master himself; and at other times we were left altogether to the resources of our own ingenuity. The greatest number of lines exhibited in the class on any one topic, previously to the vacation in August, was forty-two. The subject of the essay to which I allude was the prospect of leaving school, under the general title of *Calendae Sextiles*. Those boys who remained another year at the seminary, were afterwards, I know, able to present performances of even three or four times as long. Besides the introduction of that admirable improvement in the mode of our education, which I have attempted briefly to describe, this session witnessed the adoption of an important alteration in the system of discipline, by which the order of the class was maintained. The alteration consisted in the partial substitution of literary tasks in the

¹ The late Mr Francis Horner's remarks on this identical exercise we have given in another part of this volume.

place of corporal punishment. To whatever causes and motives the alteration might be attributed at the time, there can be no doubt that it was the product of careful and mature deliberation, and that it formed an essential part of that plan of improvement by which the intelligent Rector proposed to ameliorate the state of the class, and to raise by degrees the seminary to the summit of honourable distinction. The use of the ancient instruments of correction in the management of discipline was from this time greatly discontinued, and in the course of a few years, it was, I am well assured, altogether superseded. On reviewing the proceedings of the class during this session, I find we were not permitted to be idle. Besides the numerous exercises in Latin verse, which we were required to perform, two ordinary versions were generally presented by us to the master every week. One of these was executed under the eye of the Rector himself in the Writing class room, which was attached to the establishment. In consequence of the great increase of scholars since the appointment of Mr Pillans to the office of Rector, this room became inadequate for the purpose of containing the whole number of the boys. It was now therefore no uncommon thing for the master to leave the dux above to superintend the lower part of the class, while he was employed in directing the more advanced boys in the composition of their exercises below. It was the duty of the dux, upon these occasions, to point out to the pupils the objects to which they ought to devote their attention, and to make a report of offenders against propriety of behaviour. In ordinary cases, while the business of the Greek class was going on, he has been frequently appointed to listen in the hall to a recapitulation of the lessons of the day, by those boys whose studies were directed to Latin only. In this temporary and occasional employment of the dux, may perhaps be discerned the first germ of that distribution of the class into

divisions of nine each, together with a monitor placed at their head, which was subsequently adopted, and which proved an arrangement of the utmost utility to the boys. Our public readings since the beginning of January, included the Odes of Horace as far as to the end of the third book, and his *Epistola ad Pisones, de Arte Poetica*; the twenty-first and twenty-second books of Livy's History, which embraced an account of the commencement of the second Punic war; also occasional portions of the twenty-fifth book, which we were called on to translate extemporaneously; and a large part of the volume of *Excerpta* from the Elegiac writers, to which a reference has already been made. In Greek, the more advanced boys were introduced to the writings of Homer, of which they read the first book of the Iliad; and on the Mondays, throughout the greater part of the season, the readings in Greek were confined to the New Testament. The attention of the junior part of the class was directed chiefly to Moore's Grammar, and Dalzel's *Collectanea Minora*. The number of the scholars this session amounted to 143.

On the day of the annual examination in August 1811, I received the gold medal as dux of the class, and with mixed emotions of pleasure and pain, I took my leave of a seminary where I had spent so many happy and active moments. Without possessing friends or patronage of any kind to recommend me to the countenance of the master, I had been favoured with his peculiar notice and approbation during the whole time in which I had enjoyed the distinguished advantage of being one of his pupils. To the generous interposition of his good offices in my behalf, I owed my return to the High School in October 1810. To his unwearied attention to my improvement I am indebted for those literary qualifications, of whatever sort they be, which have been the means of promoting my progress in the world; and from his disinterested regard to my welfare,

I continue to this hour to receive the most substantial marks of kindness and active friendship. In the discharge of my own professional duties, I have always endeavoured, *hand passibus æquis*, to follow the path marked out for my conduct by the example of one who, with so much honour to himself, and so much advantage to society and literature, presided over the High School during the greater part of the time I studied there, and who now adorns, by his genius and erudition, the most illustrious University in Scotland. Of the young men who stood highest among their school fellows, and who, from their contiguity and a similarity of habits and tastes, were my more intimate companions in the class, two now fill with distinguished ability professors' chairs, the one in the medical branch of science in the University of Edinburgh,¹ and the other in the classical department of the sister seminary of the west.² The pulpit, the bar, and the profession of medicine, find employment, I believe, for the rest.

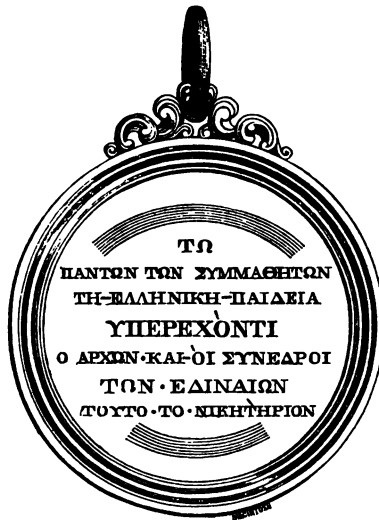
The succinct review which I have thus taken of my juvenile labours in Edinburgh, and of the great improvements introduced into the education and discipline of the class to which I belonged, after it was placed under the care of Mr Pillans, has occasioned me to travel over in idea a succession of scenes and incidents which will always be interesting to my recollection ; and I may be permitted to hope, that the details now given, however meagre and imperfect they may be, will not be without some use to the cause of learning, and of good order among the liberal and ingenuous youth of Scotland."³

¹ The present Dr Robert Christison, author of the standard Treatise on Poisons.

² The late Sir Daniel Keyt Sandford, Kt., Professor of Greek in the University of Glasgow.

³ This important document was kindly placed at my disposal by Mr Carmichael's eldest son, who is now one of the Masters of the High School.

In the year 1812 Mr Pillans published a selection from the school exercises of his pupils. The volume, with all its imperfections, was certainly honourable to its youthful authors, especially when it is considered that only one of them had then reached his fifteenth year, and that the class had, with the exception of little more than a twelve-month, been quite unaccustomed to metrical compositions in the Latin language. But though the verses, as specimens of what boys may be brought to accomplish in so short a period, are creditable, we have reason to believe, that the learned editor agrees with us in thinking that the *publication* was premature. A critique of the work, from the pen of Robert Southey, the poet laureate, appeared at the time in the Quarterly Review; and an-



VIGNETTE.—“To, the most distinguished of his class-fellows in the Greek language, the Lord Provost, Magistrates, and Council of Edinburgh present this reward of victory.”

other in the Edinburgh Review, supposed to have been written by its accomplished editor.

Great attention was now paid to the cultivation of Greek literature; and the appearance which the scholars had repeatedly made at the public examinations was such, that the patrons, to their honour, on the motion of Sir John Marjoribanks, Bart., Lord Provost, unanimously resolved, July 27, 1814, "that there be annually presented by the town of Edinburgh to the boy at the head of the Greek class, taught by the rector of the High School, a gold medal of the same value [five guineas] as that annually presented to the dux of the Latin class."¹ The medal bears on one side the city arms, and on the other an inscription in the Greek language, as shown on the opposite page.

Mr Robert Johnston, an excellent man and a public-spirited citizen, who had frequently been a member of the town-council, intimated his wish, in 1814, to present, in his character of *College-Bailie*, a silver medal to the boy who produced the best specimen of penmanship. The example of Mr Johnston was generously, and with the best effects, followed by his official successors for twenty years.²

"Several circumstances, to which I shall briefly advert," says an old pupil, "seemed, in my time, to distinguish the High School, and which could not fail to give a peculiar character to many of its scholars in after life. For instance, the variety of ranks; for I used to sit between a youth of ducal family and the son of a poor cobbler. Again, the variety of nations: for in our class, under Mr

¹ Council Record, vol. clvi. p. 223. A list of the Greek medallists will be found in the APP. p. 142 *et seq.*

² See APP. p. 151 *et seq.* for a list of the College-Bailie medallists for Writing from 1814 to 1834, inclusive, with the names of the donors. A similar list of Mr M'Kean's medallists from 1802 to 1824, will be found in the portion of our work just referred to.

Pillans, there were boys from Russia, Germany, Switzerland, the United States, Barbadoes, St Vincents, Demerara, the East Indies, besides England and Ireland. But what I conceive was the chief characteristic of our school, as compared at least with the great English schools, was its semi-domestic, semi-public constitution, and especially our constant intercourse, at home, with our sisters and other folks of the other sex, these too being educated in Edinburgh; and the latitude we had for making excursions in the neighbourhood."

Many foreigners of all ranks have visited this seminary; and some of them have published an account of what they witnessed there. Dr Griscom, a learned American professor, who spent several days in Edinburgh during the spring of 1819, has presented his countrymen with full details relative to the working of the High School system, and has passed no common eulogium on the very efficient manner in which the masters performed their duty.¹

"With an American acquaintance," says the professor, "I went to the High School, and was introduced to the rector, J. Pillans. This grammar school is of ancient standing, and, like the University, it is under the direction of the magistrates of the city. It dates an existence of nearly 300 years, but the present building was erected in 1777, and is 120 feet long. The number of scholars is at present between 800 and 900. Four teachers are employed, in addition to the rector. This gentleman, by the effort of a particular genius, and indefatigable activity, has completely succeeded in introducing into this large school the system of monitorial instruction, and applying it to classical learning. He has under his exclusive charge twenty-three classes, each containing nine boys. Every class has its monitor, who hears

¹ See "A Year in Europe; comprising a Journal of Observations in England, Scotland, Ireland, France, Switzerland, the North of Italy, and Holland, in 1818 and 1819. By JOHN GRISCOM, LL.D., Professor of Chemistry and Natural Philosophy in the New York Institution." 2d edition, New York, 1824. 2 vols. 12mo.

the rest recite. The rector superintends the whole, and decides all questions of dispute, when appeals are made to him against the decision of the monitors. In each room is a *custos morum*, who watches the behaviour of the scholars, and notes every instance of remissness. Almost the only punishment resorted to, is the imposing of additional tasks on offenders, and obliging them to attend the school, during the hours and half-days of ordinary vacation. The twenty-three classes all recite the same lesson at the same time. The noise they make is unavoidably great, but it is the sound of useful activity. We were highly gratified with the evidences of intelligence and attainment which the boys displayed when collected into one room, and examined before us by the rector. The superiority of their instruction appeared not only in the facility of their translations, but in the readiness with which they recited parallel passages, and referred to the illustrations of different classical authors, and in their acquaintance with the geography, chronology, &c., of the historical passages, which were given them as extemporaneous exercises. The whole cost of tuition in this excellent school is but three pounds per annum, including the use of the library. There are few boys in the school above sixteen years of age, a period which leaves them sufficient time for apprenticeship to any kind of business. With such advantages of intellectual and moral instruction, is it surprising that Scotland should have taken such an elevated stand among the nations, for the intelligence, industry, and sobriety of her people?"¹

The result of Dr Griscom's visit to Edinburgh was the establishment of a classical seminary at New York, on the

¹ Griscom's Year in Europe, &c., vol. ii., pp. 222, 223. Mr Pillans was the first in this country who applied the Bell and Lancastrian system to the teaching of the higher branches, such as Greek, Latin, Ancient Geography, &c.; having in 1811, two years after he was made Rector of the High School introduced into that seminary the method of mutual instruction. See Bulwer's England and the English, 2d edit., vol. i. pp. 278, 279; Works of Jeremy Bentham, edition by Dr Bowring, (Part xv. pp. 59-63. Edin. 1841. 8vo.), for an account, written in 1813 and 1814 by Mr Pillans and Mr James Gray, of the successful application of the Lancastrian system in the Rector's class, and in one of the subordinate classes of the High School."

model of the Scottish metropolitan High School. A fund was raised by subscription of one hundred dollars each, and at the head of the school, which was opened in 1825, were placed Mr Daniel H. Barnes, and Dr Griscom, as associate principals.¹ Captain Thomas Hamilton, in his well-known work on America, has spoken with high commendation of the New York School, and has adverted to the striking difference which exists between the system of rewards and punishments adopted in the schools of the United States, and in those of England.²

Early in the year preceding Dr Griscom's visit to this seminary, Mr Ritchie announced his intention to withdraw from the school at the close of that session. The town-council, appreciating the services and worth of this estimable man, at once agreed to certain arrangements, by which his successor was taken bound to pay to him a retiring allowance. Of Mr Ritchie's future history we have given an account elsewhere.³ In his stead, Mr Samuel Lindsay, an excellent scholar, who had taught with great efficiency in George Heriot's Hospital for seven years, was unanimously chosen.⁴

On the death of Mr Christison in June 1820, a way for the promotion of Mr Pillans was opened. The manner in which he had discharged the responsible duties of rector was so well appreciated, that the public voice awarded to

¹ See "An Address, pronounced at the opening of the New York High School, with Notes and Illustrations," by JOHN GRISCOM, LL.D. New York, 1825. 12mo; Hardie's Description of New York, published there in 1827, pp. 239-243. Sometime ago Dr Griscom, in a letter to the author, says, that "the High School of New York, which, for four or five years after its establishment, was one of the most flourishing institutions in the United States, has become defunct, in consequence mainly of a defective organization relative to its pecuniary interests. The building was sold in 1832."

² "Men and Manners in America," vol. i. p. 87.

³ See APPENDIX, p. 101, *et seq.*

⁴ See APPENDIX, p. 108.]

him the chair of Humanity ; and the patrons at once appointed him to the vacant professorship in the University.

The subjoined paper, by the late Rev. John-Brown Patterson, minister of Falkirk, who was dux of the school in August 1820, will be read with interest. These “recollections” were written by Mr Patterson during his first session at the University.

“RECOLLECTIONS OF THE HIGH SCHOOL.

“My attendance at the rector’s class in the High School of Edinburgh is endeared to me by many a delightful recollection. It was there that I first had my ambition roused, and my mind cultivated to any good purpose. It was there that I first found myself of importance among my fellow creatures. It was there that I formed and enjoyed many pleasant companionships; and it was there I obtained the notice and kindness of one who has never ceased to load me with favour, and to whom, I trust, I shall never cease to entertain sentiments of mingled esteem and gratitude. I cannot, then, better employ this leisure hour than in noting down a few remembrances of its admirable mechanism,—in tracing the outline of a picture which none of the changes and chances of this mortal life shall ever blot from my memory.

“The High School of Edinburgh may be regarded as the national school of Scotland, its fame attracting pupils to it from every part of the kingdom. It is an establishment for classical learning, consisting of a rector and four teachers. Each of the latter receives a class of beginners quadrennially, who proceed under his direction till they have gone through the fourth class ; that is, accomplished their fourth year of study. The master then hands them over to the rector, and takes a first class, who, in their turn, are conducted through the same course. The fourth class, when received by the rector, is generally met by a

number of pupils from seminaries in other parts of the city and country, desirous to complete their course of elementary classical study under his wing.

“When the class was fully collected, exercises were prescribed to the boys, according to the respective merits of which they should be arranged. To prevent fraud in their execution, they were written in school. Ah! how important was that day to each individual of the youthful multitude! Many a question was put that morning to their fellows, ‘Do you think we shall write to-day?’ Many an anxious group assembled round the janitor to enquire his instructions for the day, and half in pleasure half in fear, received the answer that confirmed their suspicions. The bell rings,—the murmuring tide of boys pours into the school-room,—the master enters,—the lesson proceeds,—but, ere it close, they are ordered to hold themselves in readiness to write in the afternoon.

* * * *

“The version is written and delivered, and the pupils retire to await in trembling hope the result of their labours. Next morning the decision takes its course, ‘*Valet ima summis mutare, et insignem attenuat.*’ A year’s pupil is forced with shame to give place to a ‘*novus homo*,’—and the novice shudders to find himself on the slippery pinnacle of honour. The first time I found myself on the dux’s seat was on an occasion of this kind; and I found it an indescribable relief to be disenthroned, and placed in the safer station next to it. After the boys had thus reached their general level, the change of places became more gradual; the spirit of emulation, though it burned more intensely in proportion as you approached nearer the dux’s seat, was not, however, entirely unfelt in any part of the class. This principle derived an increase of efficacy from the private habits of life of the scholars. They are not, as in England, bestowed in large boarding-

houses attached to the school, under the charge of duennas who know little, and care less, about their progress. They are generally under the eye of their parents and friends, whose first question on their return from school used to regard their success there. This indeed was seldom necessary, as a boy's face, on his appearance at the dinner-table, was generally a sufficient index of his fate. The ardour of emulation seldomer needed to be encouraged than repressed by the master. Many a one I knew who would rather throw away his health than lose his place.

“ But in a class of from two to three hundred, there were necessarily many who could not expect to obtain a dignified place in it, and who looked up to the head of the class through a vista of hopeless length ; and, for the same reason, there were many who were necessarily excluded from any share of direct instruction for days, and even for weeks, if the class were always assembled in full. These inconveniences were obviated by the plan of divisions. These were formed in the following manner :—Suppose the class consisted of two hundred and seventy-one. One was set apart as general monitor, twenty-seven as monitors, and the remaining two hundred and forty-three were distributed into twenty-seven divisions of nine each. To each of these divisions was assigned one of the monitors, who, of course, were the boys highest in place. They were then ranged along the class-room and two adjoining writing-rooms, and employed in saying the lessons under the authority of the monitor, while the master went about among them, superintending their movements, and obviating their difficulties. Each monitor was supreme in his own division, obliged, however, to govern by certain determinate laws, and subject to be appealed against to the master after the breaking up of the divisions. The monitor was sometimes required to read to the divisions, and sometimes the divisions to the monitor. In either case the monitor was

accountable for all the mistakes allowed to pass without correction. This formed a most fruitful subject of appeals, to which the boys of the division were encouraged by the arrangement, that the informant should, *ipso facto*, take place of all in his division who had not appealed, while the monitor lost to his next neighbour who had not made the error in question. Thus the monitor's place was one not less of danger than of honour; both monitor and division were kept on the alert; every one was called upon by the monitor or master, or both, to say a part of the lesson of each day; and those to whom the head of the class was an inaccessible height, were excited to exert themselves to attain at least the duxship of their own division, where, if they continued for two days, they were elevated into that next above. The monitors exchanged their divisions every fortnight, after presenting to the master, in addition to the daily particular returns required of them, general reports containing an account of the history of their presidencies, and especially a course of remarks on the proficiency and behaviour of each under their superintendence, which were occasionally read in public.

“The general monitor's duty was to preserve order in the class, and to be the organ of all written communication between the master and the boys; such as the returns of the monitors, the written appeals of the divisions, the versions of the class, &c. For the better discharge of the first and most important of his duties, the preservation of order, his seat was elevated above the rest of the class, so that he had a complete view of all those under his authority. When from his eminence he observed any of his fellow pupils noisy or trifling, he pronounced his name aloud; if the accused were conscious of guilt, he sat still; if he had any excuse to offer, he stood up and presented it. When no excuse was given, the offender's name was enrolled in the pœna-book, by which he was obliged to write out in a

fair hand the whole lesson of the day, in addition to the business of the rest of the class. This was the plan of punishment uniformly adopted in the Rector's class while I attended it, in lieu of the odious system of flagellation,—a system formed to alienate the affections of the pupil from his master, and to frustrate the very end of punishment, by making the sufferer the object of pity to his schoolfellows, and, if he bear the infliction well, of admiration. By the new system, the culprit is subjected to a penalty much severer than a given measure of corporal pain, in having the scanty hours of recreation abridged, while unpitied he labours at the superadded task, the performance of which may lay him open to be dispossessed of his place; for it was part of the office of the general monitor, not only to announce and receive these pœnas, but also to correct them, and take care that for every error they contained the writer should lose a place. The punishment was varied in proportion to the magnitude of the offence; a slight delinquent writing out one day's lesson,—a greater, those of two days, a week, or even a month; and it has been found, in the experience of the High School, as much more effectual as it is more manly. In addition to the names of those who had offended by being too late, disturbing the class, or neglecting their duty, and so subjected themselves to punishment, the pœna-book contained the names of absentees (from whom an excuse, signed by one of their friends, was required on re-appearance in the class-room), an account of the parts of various authors read, and the dux, second and third, of every day. To these were sometimes added a few general remarks on the business and occurrences of the class. This book was in the charge of the general monitor, whose power was vested successively in each of the highest twenty boys for the period of a fortnight, during which he was exempted, if he chose, from all other scholastic duty.

“ Exercises were written twice a-week—one in school, the other at home. Of those written at home the master corrected the monitors’; and the monitors, after receiving their own amended, examined those of their respective divisions. Those written in school were corrected entirely by the master, with the aid of a few of the highest boys, who assembled weekly round his tea-table. A change of places always followed the delivery of an exercise. They consisted chiefly of Greek, English, and Latin verses—translations from English to Latin, and from Latin into English—Latin and English themes, &c.

“ But, as in so large a number of boys, there must have been vast diversities of talent, and that which was sufficient to employ many of the class was mere play to loftier minds, a field was opened up for them to expatiate in by the introduction of *private studies*. Some author was proposed by the master, of whom those who found the ordinary lessons too little to employ them were invited to read as much as possible, and to give in an account of what they had read, and the difficulties they had met with, every fortnight.¹ Those who had prepared private studies were then formed into divisions, distinct from the general distribution of the class where they were employed, under the monitorial rule of the highest among them, in solving each other’s difficulties, and in giving proof of their *bona fide* preparation, while the master was engaged with the lower and duller parts of the class in the more elementary parts of the business. They in their turn were formed into divisions, while the master, by the returns of the monitors and personal examination, ascertained the extent and accuracy of the private students’ preparation, and settled their places accordingly. Thus, without oppressing the

¹ It is almost unnecessary to remark, that in the department of private studies no name presented such a formidable list of readings as that of John-Brown Patterson.

lowest, ample employment was opened up for the most gifted of the class.

“ The period of time devoted to the Latin class was four hours a-day. Of these, the first hour and a half were in general spent in divisions, where the business was, 1st, To go over rapidly the lessons of the day before, sending the names of those who failed in them to the master ; and, 2d, To go rigidly over the new lessons. When sufficient time had been allowed for this, the general class was convened ; where appeals against the monitors were heard and disposed of. A check was put on the abuse of the power of appealing, by the ordinance, that every appellant, if he did not make good his case, should lose a place. The lessons were then strictly construed in public, by such persons as the master called up ; and, finally, read as freely as possible by the head-boy of the class. The lessons for the following day were then announced, and the class returned to divisions, to give the lessons a final free construing, and to be examined on the remarks made on them during the day.

“ The Greek and Geography classes were conducted on the same principles, making allowance for the difference of time. One hour, three times a-week, was all that was devoted to the language of Homer and Demosthenes. There were two Greek classes, the higher and the lower ; of which the higher was in divisions the first half-hour, and with the master the second ; the lower was employed in divisions the latter, and with the master the former, half of the hour. To the Greek Testament an additional hour was devoted every Monday morning. On the remaining two days, the Geography class was taught chiefly by lectures from the chair. Sketches of the different countries were drawn in various crayons on black boards, on which the great features of nature and cities of men were demonstrated and described by the master. On finishing the review of a country, the scholars were encouraged to draw

maps of it. Of these, the attempts that were thought worthy of the honour were framed and hung up in the class-room, and employed for the instruction of divisions committed to the charge of the drawers of them, as monitors.

“ Such is a meagre outline of the picture which yet lives in all its freshness in my mind. But how shall I transfer to paper the rainbow-hues of delight, and the active and vigorous spirit with which the original was clothed and animated, and which made the hours of school and of study—usually the most irksome of a boy’s existence—those which I enjoyed most when present, and looked back upon with most complacency when past? Shall I attempt to describe the companions who made what was delightful in school and on Arthur’s Seat¹ more pleasant, and what was laborious and mortifying more tolerable? Shall I sketch the creator and genius of the whole admirable mechanism, of which I have drawn the greater wheels and springs, moulding and directing it all to its destined end? Shall I tell how he added new grace to the breathing thoughts and burning words of inspired antiquity, by accumulating on them the selected beauties of succeeding ages, and the native flowers of his own exquisite and cultivated taste? How his words would take fire at some of those—

‘Starry light of genius, that diffuse
Through the dark depths of time their vivid flame.’

And kindle into eloquence in the cause of the muses and of virtue? How he lighted up a portion of his own enthusiasm in the breasts of his pupils? How he united with his reverence for antiquity due sentiments of honour to the present? How he could soar on Mæonian wing, and yet grapple patiently and successfully with the elemental difficulties of the humblest intellect committed to his care? How he maintained such absolute self-command, that I

¹ The name of a well known hill in the immediate neighbourhood of Edinburgh.

never saw him discomposed in temper ? How his universal kindness softened the repelling lustre of his talents and his learning ? No ! the pen cannot describe them ; but they are treasured up in my heart's core. Would that they may produce their legitimate effect, in leading me to pay my master, patron, and friend, the best homage I can yield him, —the homage of a life regulated according to his desires, and of a mind cultivated according to his expectations !

“ The just fame which the class acquired, attracted to view it most of the natives and foreigners of distinction who spent any time in Edinburgh during its session. In the beginning of every quarter there was an examination of the class in the presence of the friends of the master and the pupils, in which the usual routine of the class was as much as possible observed, where it was our master's pride to exhibit our trifling feats of intellect, and ours to justify his praise, and not disgrace the fame of our school. Last came ‘ the great and important day,’ when the anniversary public examination took place. A few days before, the master, from the records of the class and his own recollections, fixed the places, accompanying the arrangement with a few words of congratulation to the successful, and of comfort to the disappointed. And it was wonderful to observe with what good-humour all acquiesced in his decision, and how complete an absence there was among them of any thing like bad feeling. The near approach of the separation, after which they should all meet no more for ever, seemed to diffuse a melancholy feeling over the most thoughtless, and to melt down the affections of all to the same temperament of mutual regard. For days before, the voice of their sports was silent in the playground, and they were seen sauntering through it either in solitary reflection, or in groups of farewell conversation. On the day before the last day we should all meet in private, our beloved master took leave of us by addressing to us a few sentences of recollection,

reflection, and advice, and commending us to the great Father of all. Next forenoon the class assembled at an early hour, and sat in anxious and silent expectation until the arrival of the presiding magistrates was announced, and the doors thrown open to the overflowing public. The examination commences; a few shots are fired in the lower parts of the class, but the discharge mounts rapidly to the higher regions of the line; and before an hour or two is past, the whole is confined to a rapid and red-hot interchange of interrogations and answers between the examiner's bench and the dux's form. The sun is descending rapidly to his goal,—the final question is put, and it is mute expectation all; the master announces the names and merits of the successful competitors for prizes,—the tumult of applause begins, and, amidst its reverberated thunders, the prizes are delivered, the parting speeches are made, and all is over!

“All to me is over! I now enter the playground, but am greeted by no smile of recognition save from the hoary janitor. I tread where once ‘my name was rife,’ but there it lives no longer save on the perishable canvass. But if I forget you, scenes of my youthful ambition and delight,—if I forget thee, my master and benefactor,—if I forget you, once loved companions of my studious hours,—may the strings of my mind be dissolved! may ‘my right hand forget her cunning!’ Many of you still meet me in the academic walks; but soon this intercourse also will have passed away. Many of you are now in distant regions, and one of you is gone, and another is fast going, to that remotest and most

‘Undiscovered country, from whose bourne
No traveller e’er returns.’

“Perhaps we shall meet again!

“JOHN-BROWN PATTERSON.”¹

¹ See the Memoir, &c., of the Rev. John-B. Patterson, M.A., vol. i. pp. 29-42. Edinb. 1837.

On the 30th of August 1820, Mr Carson, one of the Masters of the High School, was promoted to the rectorship. He had, a few months before, been unanimously elected to be Professor of Greek in the United College, St Andrews, by the *Senatus Academicus*, who are patrons of that chair. Mr Carson, it was well known, owed the proffered distinction to that honourable fame which he had acquired, by his long, able, and successful exertions as a teacher of youth, and by his excellent character as a man; and the testimony thus publicly borne to his merits on this occasion was not the less gratifying to him that it came unexpectedly and unsolicited. Mr Carson, however, to the delight of the friends of the High School, respectfully declined the honour thus handsomely shown him. The Town Council of Edinburgh shortly after, as stated above, evinced the estimation in which they regarded him, by electing him as the successor of Mr Pillans. The mastership which had been held by Mr Carson¹ was worthily conferred on Mr Benjamin Mackay, an eminent classical teacher in the city.²

Mr James Gray, the senior master of the school, had been a candidate for the office of rector; but, as we have stated, the choice of the electors fell on one of his colleagues. An arrangement, however, was then made, which it is believed was satisfactory to Mr Gray, though not a few doubted the propriety of the step. To him exclusively was now committed the teaching of Greek in this seminary. He had addressed a private letter to the consideration of the patrons, containing the "Sketch of a Plan for the Establishment of a Greek Class in the High School." With the exception of an endowment of a medal by the Town Council in 1814, this was the first time that the Greek language was authoritatively recognized as forming part of

¹ On the 28th April 1826, the University of St Andrews unanimously conferred on Mr Carson the degree of LL.D.,

² See APPENDIX, p. 108.

the study in the High School. The plan, which was adopted merely by way of experiment, was not found to work so well as was anticipated; and, after a year's trial, the Council rescinded their act, and allowed Dr Carson and his colleagues to teach Greek, as they had formerly done; but in doing so, it was agreed that Mr Gray should receive an annuity of £100 from the rector by way of compensation.¹ A short time intervened till Mr Gray's scholarship secured for him the office of Principal of Belfast Academy. He soon left Ireland, and subsequently became one of the chaplains in the East India Company's service. The reader is referred to our Appendix for additional particulars respecting that able and warm-hearted man.²

Mr Gray was succeeded in Edinburgh by Mr William Pyper, one of the masters of the Grammar School of Glasgow.³ "Mr Pyper," says one of his colleagues, "though a young man, had been long known for high talents and accomplishments. He wrote and spoke with equal facility; and the High School owes him a debt of gratitude for the strenuous exertions which he made to defend its interests, sup-

¹ Council Record, vol. clxxxiii. pp. 171-175, and 189-197.

² See APPENDIX, pp. 103-107.

³ There was a Grammar School in Glasgow at the early part of the fourteenth century. Considerable care appears to have been taken to supply it with good teachers. Occasionally the school was under the control of a rector, and at other times that office was laid aside. In 1830, the office of rector was abolished, and each of the four classic-masters had the entire charge of finishing his own scholars during the four years. In 1834, this seminary was remodelled. Two of the masterships for Latin and Greek have been suppressed; and in lieu these, teachers of English grammar, elocution, French, Italian, German, writing, geography, and mathematics have been introduced, and the name of the seminary has been changed to that of the *High School*. See the New Statistical Account of Scotland, Cleland's Historical Account of the Grammar School of Glasgow, 1825, 8vo., and Cleland's Statistics of Glasgow and Lanarkshire, 1832, folio.

port its fame, extend its accommodation, and have it removed to its present salubrious and central situation.”¹

Reference has been made in the last paragraph to the enlargement of school accommodation, and to the removal of the establishment to a site more convenient for the inhabitants generally. A number of influential parties resident in the New Town were of opinion, that the time had arrived when a *second* school was absolutely necessary to meet the demands of the inhabitants. Frequent meetings took place, and conferences were held on the subject. It would serve no good purpose to refer more particularly to the warm public discussions which the subject occasioned. Before we proceed, however, suffice it to say, that the result was the establishment of the *Edinburgh Academy*, incorporated by royal charter, 5th Geo. IV., under the superintendence of a board of fifteen directors, and the erection of a building which cost the subscribers upwards of £14,000, raised by proprietary shares of £50 each.² The Town Council, on the other hand, took a different view of this important subject, and came to the conclusion, that if the High School were placed in a more central and healthy situation than Infirmary Street, the requirements of the community at large would be best consulted. To the attainment of this desirable end they now directed their anxious consideration ; and with praiseworthy zeal did they take steps for the accomplishment of this laudable object. To this we shall have occasion to advert, after having no-

¹ See APP., p. 168.

² See “Minutes of the Town Council of Edinburgh, and Report of the Committee respecting the proposed New High School. Ordered to be printed 16th April 1823 ;” “Report of the Committee of Contributors to the Edinburgh Academy, April 1823 ; Statement of the Directors of the Edinburgh Academy, explanatory of the Scheme of that Institution, December 1823 ;” and the yearly Reports of the Directors of that respectable seminary.

ticed a few circumstances which properly fall to be introduced in this place.

On the 7th of June 1824, the Rev. Dr Brunton, one of the ministers of the city, accompanied by the college-bailie and several friends of the deceased Mr Patrick Philp, solicitor before the Supreme Courts in Scotland, presented to the rector's class in the High School a gold medal, with a chain, to be worn daily in the class by the dux. The interesting circumstances which gave occasion to this handsome donation, were concisely but elegantly



VIGNETTE.—The Philp gold medal. Inscription on the obverse:—" u-
misma Philpianum, condiscipulorum duci, in classe ipsa quotidie gest-
andum. MDCCCXXII."

detailed to the class by Dr Brunton. William Bain gained the Murray medal in the rector's class in 1809, with marked applause. After continuing his career for some years most successfully at the University, he was cut off in the prime of his youth in the spring of 1815. His only remaining relative, the late Mr Philp, who was much attached to him, survived him but a few years; and a short period before his death, which took place on the 15th of August 1822, he directed that his nephew's medal and premium should be deposited in the library of the High School, and that a medal should be presented through Dr Brunton to the rector's class, to be worn as a daily distinction by the dux. The Doctor observed that, in the instance of William Bain gaining the medal, it had been awarded to the unknown, the unfriended son of a widow, merely from his merits as a scholar. This was a most honourable distinction of this excellent seminary. No one could ever wear or look upon this ornament without being reminded that the honours of the High School are distributed with the strictest impartiality, and without drawing from this consideration, the strongest incentives to vigorous exertion. Mr Carson made an appropriate reply, in the name of his scholars, who appeared much interested and gratified on the occasion.

In the autumn of 1823, Colonel John Macdonald¹ of Exeter, son of the celebrated Flora Macdonald, transmitted

¹ Colonel Macdonald passed many years in the service of the H. E. I. C., and attained the rank of Captain in the corps of Engineers on the Bengal Establishment. At the close of last century he returned to Britain, and was appointed Lieutenant-Colonel of the Royal Clan-Alpine Regiment, and Commandant of the Royal Edinburgh Artillery. After holding other situations, he took up his residence at Exeter, and there he died August 16, 1831, aged 72. This accomplished and amiable man was the author of several works, all displaying taste and genius. His knowledge of music was unusually refined, as was evinced by a most scientific treatise on the philosophy of that art.—(*Annual Biography and Obituary*, vol. xvii. pp. 434-436.)

to the Town Council the sum of fifty pounds sterling, the interest of which should be assigned for the purchase of a descriptive medal. The Colonel expressed his wish, that at the annual examination of the school, this medal should



be presented by the Lord Provost, or one of the Magistrates, to the dux or boy at the head of the **THIRD CLASS**. The particular period had been chosen by the benevolent donor, because he had attended the High School but one session, and that happened to be the *third* year; that is to say, when the boys in that class had gone through one half of the ordinary curriculum of the seminary. Colonel Macdonald expressed his hope, that others who had been educated at the school would "follow the example set by his late relation, Colonel Peter Macgregor Murray, in assigning a sufficient sum in perpetuity, for affording an annual prize to each of the duxes of the other classes, it being cer-

tain that the emulation thus excited cannot but be beneficial." The Magistrates accepted, with much pleasure, the trust reposed in them, and an Act of Council was passed empowering and directing their successors in office to apply the annual interest of fifty pounds, at five per cent., in the manner pointed out; and, in accepting Colonel Macdonald's handsome donation, they intimated their conviction, that it would excite an additional spirit of emulation in the boys of the third class, to endeavour, by their best exertions, to merit the honour intended for one of their number by a gentleman possessed of such benevolent and patriotic feelings. The *Macdonald Medal* was presented for the first time in 1824.¹

The executors of the late Mr Ritchie intimated to the corporation on the 27th August 1823, that he had bequeathed the sum of one hundred guineas, to be sunk in the funds of the city at five per cent., and that the interest was to be expended upon a gold medal, to be presented



¹ For a List of the Macdonald Medallists, see APP., p. 147, *et seq.*

annually to the dux of the class of which he had been master, and which was then taught by his successor, Mr Lindsay. The principal and professors of the University of Edinburgh were appointed trustees. The medal, which was first presented in 1824, will thus be the means of perpetuating the name of the excellent man by whom it was endowed. On the one side of the medal are the city arms, and on the reverse, represented on the preceding page, an elegant Latin inscription, intimating that 'This prize was founded by William Ritchie, a distinguished master, for twenty-three years, in the High School of Edinburgh, that he might continue, even after his death, to cherish in youthful minds that love of study which it had been the business of his life to inspire.'¹

On the 25th April 1825, at the great entertainment given in Edinburgh to Mr (now Lord) Brougham, he thus spoke of the High School :—

"In this town it was, as was truly observed by our worthy chairman,² that I first imbibed the principles of a liberal Scottish education; and it is fit that I should tell you, as many of you may not have heard what I have frequently told to others, in other places, and in other meetings, that I have seen no other plan of education so efficient as that which is established in this city. With great experience and opportunity of observation, I certainly have never yet seen any one system so well adapted for training up good citizens, as well as learned and virtuous men, as the Old High School of Edinburgh and the Scottish Universities. Great improvements, no doubt, may and will be made, even in these seminaries. But what I have to say of the High School of Edinburgh, and say as the ground of the preference I give it over others, and even over another academy, lately established in this city, on what is said to be a more improved principle—what I say is this—that such a school is altogether invaluable in a free

¹ See APP. pp. 151, 152, for a list of the Ritchie medallists.

² The present Lord Cockburn.

state—in a state, having higher objects in view, by the education of its youth, than a mere knowledge of the Latin and Greek languages and the study of prosody. That in a state like this, higher objects should be kept in view, there can be no doubt; though I confess I have passed much of my time in these studies myself. Yet a school like the Old High School of Edinburgh is invaluable, and for what is it so? It is because men of the highest and lowest rank of society, send their children to be educated together. The oldest friend I have in the world, your worthy vice-president¹ and myself were at the High School of Edinburgh together, and in the same class along with others who still possess our friendship, and some of them in a rank of life still higher than us. One of them was a nobleman, who is now in the House of Peers; and some of them were sons of shopkeepers in the lowest part of the Cowgate of Edinburgh—shops of the most inferior description—and one or two of them were sons of menial servants in the town. There they were sitting side by side, giving and taking places from each other, without the slightest impression on the part of my noble friends of any superiority on their parts to the other boys, or any ideas of inferiority on the part of the other boys to them; and this is my reason for preferring the Old High School of Edinburgh to other, and what may be termed more patrician, schools, however well regulated or conducted.”

Several central situations had been pointed out for the erection of a new School, such as the ground opposite to Princes Street; and the Excise Office (now the Royal Bank) in St Andrew Square. At length the magistrates fixed on a sloping bank of the Calton Hill, to the east of the *Baxters' or Millers' Knowe*. This decision of the Corporation became the subject of much discussion. The objections, however, raised against the Calton Hill as not sufficiently central, were soon overruled; and even those who opposed the measure were soon satisfied that the selection of this spot was remarkably judicious. The approach is

¹ The late Lord Douglas Gordon Halyburton of Pitcur, M.P.

both spacious and comparatively little frequented; and the site had the peculiar recommendation, that it is equally convenient for the New Town and the Old. Before giving a description of the building it may be proper more particularly to advert to the locality which it now adorns. For the health of the pupils, and the extensive and interesting landscape, no situation around the metropolis is superior. On the summit of this hill too, are several specimens of art worthy of the objects for which they have been raised. The most conspicuous is that intended to perpetuate the splendid services of the hero of Trafalgar, and meant to excite to patriotic deeds. Adjacent are the royal observatory, and the unfinished national monument in honour of the victory of Waterloo. Neither must we forget the appropriately tasteful cenotaphs, as public homage to the poetic genius of Robert Burns, the scientific celebrity of John Playfair, and the philosophic charms of Dugald Stewart. The old portion of the city on the gradually sloping ridge which extends from the towering castle on the west, to the ancient palace of Holyrood on the east, with the semicircular range of precipitous rocks of Salisbury Crags, and the peak of Arthur's Seat, are seen most advantageously. Altogether, the prospect here, as well as from other points, is so peculiarly striking and picturesque, that it cannot fail indelibly to impress upon the minds of our youth the natural beauties of Edinburgh, and that too in intimate connexion with subjects of deep historical interest.

The ceremony of laying the foundation took place on the 28th of July 1825 with great pomp and display. The scene bore a strong resemblance to that which the city exhibited three years before on the day when George the Fourth was welcomed to his northern capital. The different public bodies intended to form the procession assembled at the High School Yards in Infirmary Street, and

were arranged according to the programme published by authority. The bell of St Giles' announced that the procession was about to move. At Waterloo Place, the procession was joined by a number of distinguished individuals. It then wheeled slowly round the base of the Calton Hill, the various bands playing martial airs. The arrangements at the site were calculated to accommodate a great number of spectators. A temporary quadrangular structure of wood was formed so as to dip progressively towards the centre, where tables, covered with green cloth, were placed for the use of the office-bearers of the Grand Lodge, and of the Magistrates. The young gentlemen of the School, on approaching, diverged to their appointed seats. The high constables formed behind the boys, at the north side of the platform. The *Senatus Academicus*, clergy, the rector, and masters, took their stations on the south side. The Lord Provost (HENDERSON) and magistrates, the sheriff, and several official gentlemen, took their station on the west side; the other gentlemen and the Calton constables formed on the hill behind them. The Grand Lodge took their station on the east side, the other lodges forming behind.

The ceremony commenced by the band playing an anthem. The most profound silence pervaded the vast assembly whilst the Rev. Dr Brunton, one of the ministers of the city, implored the Divine blessing on the undertaking.¹

¹ Through the kindness of my venerable friend and co-presbyter, the Rev. Dr Brunton, I have been furnished with the appropriate and beautifully expressed prayer above referred to, and subjoin those paragraphs bearing on the occasion:—

“Grant thy blessing, Almighty God, on the seminaries of useful learning with which our country abounds. In all of them, may the teachers and the taught be taught of Thee.

“Bless that seminary, in an especial manner, whose concerns have now assembled us. Establish its duration and increase its usefulness.

Two glass cases containing specimens of the current coin of the realm, twelve Edinburgh newspapers, and an Edinburgh almanack ; as also three plates, one with an inscription in Latin intimating the removal of the school to the present site, and the names of the teachers. The second plate contained the names of the magistrates and council of Edinburgh ; and on the third were the names of the Grand Lodge of Scotland.

These tablets having been placed in a cavity in the stone prepared for them, another stone was lowered down upon them, and fastened with four screw bolts. The usual masonic formalities were then gone through, VISCOUNT GLENORCHY (now MARQUESS of BREADALBANE) officiating as Grand Master, assisted by the Grand Wardens.

LORD GLENORCHY then addressed the Lord Provost. He said he had performed the ceremony of laying the stone according to masonic rule. He trusted that the edifice, the foundation stone of which had been laid under the auspices of the Lord Provost, would prosper ; that it would rise as an ornament, while it would confer everlasting blessings on the city and the nation. The craft appeared there as assisting at the ceremonial, but it had a greater object in view in all its ceremonies—that all things may

Within the walls which are here to rise, may thine own presence be realized ; and thy blessing felt abundantly. May the names of many who shall here be trained adorn the annals of their country ; may the names of all be written in the Book of Life. Here may they be trained who are to maintain their country's liberty,—to administer their country's laws,—to bring healing to the sick, and the glad tidings of the gospel to the poor. Here may *they* be trained whose intelligence is to adorn the intercourse of life, and whose virtues are to bless the domestic circle. Here may attainments be made, which purify while they enlighten. Here may friendships be formed, which shall gladden time and eternity. May many an age have cause to bless the structure which we are founding ; and many a heart to throb with grateful remembrance at its name. May it adorn our dwelling, long after we have ceased to behold it ; and when the hands that rear it are cold in the dust, may there be here a seed to serve Thee."

be regulated for the welfare of mankind. The education of youth must ever call for the most anxious attention—there could not be a greater blessing to a country than to have its seminaries properly established and conducted; and there could not be a greater evil than to have these conducted on contracted or illiberal principles. The enlargement of the High School, which had existed in its present form and situation so long, would add another to the many ornaments of our city; and he trusted that the same system which had been followed in the Old High School, would be preserved in the New Seminary in all its purity. If such were the case, future ages would see men arise distinguished for their talents as statesmen, and lawyers, and heroes, and go forth as the lights of their country—such as those who had been educated at the Old High School. His Lordship then congratulated the Provost on the liberality of sentiment which had distinguished the councils of the city, by which a new character had been given to the magistracy. He fondly trusted that those who would succeed his Lordship in office would follow the same course: when the city would be sure to prosper for ages to come.

An anthem followed, after which the LORD PROVOST replied in the following terms:—

Most Worshipful Grand Master,—On the part of my brethren in the magistracy and council, I beg leave to express the high satisfaction we feel at having been honoured by the attendance of so respectable a body of the Grand Lodge, and our gratitude for the share which your Lordship has taken in the ceremony of this day, as well as on the very handsome manner in which your Lordship has adverted to the exertions we have made for the embellishment and improvement of the metropolis of Scotland. Among all our efforts to promote the best interests of the city, there is no object that has more engaged our attention than the selection of a situation better adapted than the present High School for accommodating the numerous youth in the royalty and suburbs, for whom their parents are anxious to obtain the benefits of classical education in an institution which has existed for three hundred years with distinguished reputation. By the advice of those who appeared to us most capable of judging, we have been guided to the spot that has been fixed as the most

suitable upon the whole; and whatever else may be said of it, surely it cannot be denied that it possesses the advantage of free and salubrious air. We trust, also, that instead of deforming this much-admired hill, the building proposed to be erected will form one of the finest pictures in the scene, and will accord well with the natural beauties of the place, and with the other edifices which are soon to be reared in the vicinity. We cannot allow ourselves to apprehend that the aid of the public will be withheld from the accomplishment of the scheme; and we hope there is no presumption in considering the countenance we have this day received as a favourable omen of ultimate success.

An anthem was then played, and the whole ceremony concluded with three hearty cheers, in which the boys of the High School joined with hearty good-will, waving their white wands overhead like spears in a battle field. These boys, upwards of six hundred in number, handsomely and almost uniformly dressed, formed perhaps the most interesting part of the spectacle. The procession, in departing, moved off in the reverse order of that in which it approached the site.

At a public entertainment on the same day, the Lord Provost in the chair, supported on the right by the Earl of Fife, and Lord Abercromby on the left, many excellent speeches bearing on the occasion were delivered. Short extracts from some of those speeches may gratify the reader.

SOLICITOR-GENERAL HOPE¹ said,—It was of the utmost moment to the citizens of Edinburgh that the High School should be maintained upon the same liberal footing which had existed for such a length of time—a change of situation, from the alteration in the circumstances of the city, was loudly called for. The High School was particularly calculated to inspire the young mind with a foretaste of the blessings which are to be derived from our free constitution. It was there where the proud characteristics of Britons was fully exemplified—its classes were open to boys of all ranks and circumstances. It proved what was the use of a school in a free state,—it was not birth, rank,

¹ Now Lord Justice-Clerk.

or fortune, that in this country could reach the highest place—but talent, perseverance, and industry. In that school there was no place to which the most humble might not aspire, and, if possessed of talent, not obtain.

LORD ABERCROMBY spoke as follows:—The proceedings of this day were highly creditable to those whose business it was to watch over the interests of the citizens. The ceremony itself had been performed in a manner that reflected the highest honour upon those who had conducted it; and the magistrates, as guardians of the public interest, particularly as patrons of the public seminaries of this place, were entitled to the thanks of the community. For, under their auspices, the High School of Edinburgh had flourished as a public seminary for centuries, and would continue to flourish, while the same care was exercised in the selection of the gentlemen who should fill the office of teachers, while men of talents continued to officiate in the school. The magistrates had done wisely in looking to the example of their predecessors, when making provision for the diffusion of education; and if public works did not entitle public men to public thanks, he really did not know what could entitle a man to public approbation.

The LORD PROVOST having spoken in highest terms of approbation of the teachers of the school, Dr CARSON returned thanks in name of his colleagues, in a very neat and eloquent address, remarking that it would rather be improper in them to make professions, but if stimulus was wanting, the scenes which they had witnessed in the course of the day, as well as the rank and talent now assembled, afforded more than a sufficient supply. In all seminaries it was of the utmost consequence that the access should be easy—that all ranks might thereby enjoy the benefits of education. It must therefore be of the utmost importance to preserve an institution, which had existed for three hundred years under the patronage of the magistrates, who had exercised their prerogative in a manner that entitled them to the lasting gratitude of their fellow-citizens, and the country at large.

The EARL OF FIFE, in a speech of considerable length, and delivered with great animation, remarked upon the beneficial tendency of public schools on the habits of children. He also no-

ticed that the High School had been called into existence in the most troublesome times—those of Queen Mary and James VI., at a time when king, nobles, ministers of religion, and the great body of the people were all at variance one with another.

The LORD REGISTER DUNDAS said, that it was at the Old High School where he was educated—and he had not yet forgot the lessons there taught. They still adhered to him amidst the bustle of a busy life, combined with many a fond recollection of the beauties of the Roman historian Livy, and of the melodious verse of Virgil. He was anxious that the youth of the city—the rising generation—should have the same advantages. The young mind was thus early taught habits of attention and correct thinking, which, while it cultivated the understanding, tended to improve the heart.

The Chairman, having passed a high eulogium upon the clergy of our country, gave ‘The Moderator and the Church of Scotland.’

The Rev. Dr GEORGE COOK returned thanks in name of that body who had been so handsomely noticed from the chair. The clergy of Scotland, he said, would feel gratified for what had been done that day for the interests of education. That body were deeply interested in the good of their country, and it was impossible for them not to feel a particular interest in all that related to the High School,—a seminary which had ever been distinguished for the zeal and diligence of its teachers, and for the eminence of its scholars. Of the propriety of having additional schools, he thought, there could be no question, but this was what might be called the national metropolitan school of Scotland, and as its means of accommodation were increased, so would be its usefulness.

PROFESSOR WILSON said, they had that day witnessed a ceremony which, without any exaggeration, might be described as impressive—the laying of the foundation-stone of a building for the instruction of our youth, where they would receive the rudiments of that education which should render them illustrious in after-life, both as useful citizens and as members of a free state. He was proud to say, that in every strath of our country there was a parish school, unheeded perhaps by the passing traveller, but under whose humble roof the elements of that knowledge was conveyed, which so materially contributed to exalt our

national character. Than the teachers, there was, perhaps, no class of men who were more meanly endowed, at least as far as regarded the possession of worldly wealth; but there was no class of men who possessed such a rich abundance of the gifts of nature. By their zealous endeavours, the light of knowledge had been so diffused, that in whatever aspect we beheld our poor, it afforded us the highest feelings of satisfaction. It was possible, indeed, that in some remote parts of our own country there might be some dark spots, but he could safely say, that we had striven to keep our equality with more favoured nations: and we had done it alone by that system of education which sprung from a great national movement. Knowledge was not confined to the higher classes; like a living spirit it pervaded the whole mass, and served to restrain youth from many of those temptations to which they were most prone. In this country, he might say, there was a general desire—a passion for knowledge; so that, when the philanthropist spoke to our working classes, he spoke to them in a language which they understood, and which they had been familiar with from their cradle. They had been taught to consider knowledge as their birth-right, which neither pain nor pleasure should take away. To the parish schoolmasters were entrusted the formation of their character. Considering this, we must heave some sighs for the poverty in which they are placed. During the few years in which he had prelected at the University, he had met with some honourable and ingenious men, parish schoolmasters, who had come, as they said, to finish their education. But from conversations which he had with them, he felt willing to lay aside the character of a teacher and become a pupil. The Professor concluded with giving, ‘The parish schoolmasters of Scotland.’

PROFESSOR PILLANS, on his health being proposed, said, he might be allowed to lay claim to a warm attachment to the High School, from the double relation in which he had stood to that seminary,—first as a pupil, and then as a master. He, therefore, cordially sympathized with those feelings of regard which had been so liberally expressed. He could not help referring to one principle of its constitution—he meant the mixture of ranks. And he would say, if there was one class of boys more distinguished for laborious diligence than

another, it was those who came from the lower and middling classes. He would appeal to his successor if such was not the case, and ask, if there could be a greater pleasure to a teacher than to see a youth, unbefriended by fortune, toiling up the steep that leads to immortal fame? Frequent application had been made by foreigners to the heads of the establishment, to obtain the details by which it was conducted. A very sensible American,¹ some time since on a visit to this country, was so struck with the simplicity of its arrangements, that he requested to be furnished with its details, and established a seminary on the same principle in the city of New York. It was attended by 630 boys, and the school was likely to be sought after by a greater number than it could contain. In allusion to the subject of accommodation, he could not help expressing his satisfaction, after having looked at the ground plan, of the facilities the proposed edifice afforded for monitorial education, which was attended with the most important results.

The building itself, though occupying a prominently elevated site, is yet completely sheltered from the northern blasts. It is the design of Mr THOMAS HAMILTON, a pupil of the school; and the edifice, whether taken externally or internally, is worthy of the talents and established reputation of the architect. The school stands on a terrace of considerable height above the London Road, from which the varied outline of its architecture is advantageously seen, and must attract notice and admiration. Both ends of the main building admit two stories of class rooms, but the several apartments of the central portion thereof occupy its whole height, by which adjustment a separate and easy access to the Hall and all the class rooms, &c., has been effected; while the saving of expense, which accrued from this adjustment of level, must have been considerable, as the entire site, not only of the building, but the spacious area around it, was actually cut out of the solid rock,—

¹ See p. 193.



the quantity of which it is believed exceeded seventy thousand cubic yards.

The terrace in front is elevated fully ten feet above the public road, while the playground behind is about twenty feet, the communication between these levels being gained by easy flights of steps.

The centre portico is hexastyle, and having a double range of columns, projects considerably in front of the general façade. This distinctive feature of the building is of the purest Grecian Doric,—the general proportions and most minute details of the celebrated Athenian temple of Theseus having been closely adhered to. The peristyles, each consisting of six smaller Doric columns with corresponding entablatures, extend from the great portico to the extreme compartments of the building at either end,—thus forming spacious corridors of communication between the Hall and the several class rooms; so that this façade presents a very imposing effect of light and shadow. The columns, including those of the two smaller temples forming the wings, amount to twenty-eight in number, those of the portico being upwards of twenty feet high, those of the corridors fifteen feet, and those of the wings twelve feet. The leading features of the extreme portions of the main building are derived from the monument of Thrasyllus, having the antae and entablature somewhat similar, but without that strict adherence to the proportions of the original which has been observed in the portico. The length of the main building is nearly two hundred and seventy feet, being fifteen feet longer than the principal front of the University of Edinburgh; but if the temples or lodges which contain the Writing and Mathematical class rooms on the right hand of the accompanying engraving, and the Janitor's lodge on the left hand be included, there is an architectural composition extending upwards of four hundred feet. A reference to the Elevation of the School,

forming the frontispiece, and to the Ground Plan, will enable the reader to form a clearer conception of the elegant symmetry of the edifice as a whole, and the ample accommodation which has been furnished for the healthful prosecution of study. The *Plan* facing this page, though on a small scale, is very accurate, and shows the whole accommodation, except the second floor of the extremities of the main building, which, being precisely similar to the ground story, it was unnecessary to repeat. The Hall, a splendid and well-proportioned apartment, occupies the centre, and is seventy-five feet by forty-three, and upwards of thirty feet high. On one side, and communicating with it, are the rector's rooms, consisting of one about thirty-three feet by thirty-eight, another thirty feet by sixteen, a third eighteen feet by eighteen, besides a private room. On the other side of the Hall are the library, and other apartments. The greater part of the body of the Hall is intended for the classes, the patrons, and examiners, when assembled on public occasions, such as exhibitions. On each side of the Hall, for the accommodation of strangers, is a gallery, the front of which is subdivided into a number of pannels. It has been suggested, that the name of the dux for each year since the opening of this school, should be legibly inscribed on these pannels.

The extremities of the main building are occupied with the teaching apartments of the four classical masters, each of whom has a principal room about thirty-eight feet by twenty-eight; one twenty-three feet by sixteen, and also a private room. The building and playground¹ occupy an extent of two acres, completely protected both from the hill and the road in front, by a wall and iron rail.

¹ In a pavilion erected in the eastern portion of the enclosed area of the High School, the national entertainment was given to the late Right Hon. Charles Earl Grey, in September 1834.

Through the agency of Viscount Melville, who was educated at the High School, the handsome donation of Five hundred pounds, was received from George the Fourth, as his Majesty's contribution in aid of the erection of the building. This princely sum, in furtherance of an object so exceedingly laudable, was bestowed as a token of royal favour towards a school which, as a royal foundation, had conferred for ages incalculable benefits on the community. Such marks of a sovereign's recognition of our ancient, respectable, and efficient great public schools, will, we are persuaded, be attended with the happiest results: and he who, from his position in society, can secure for such useful seminaries his sovereign's fostering patronage, performs no mean service to his country. "I think it would be well, says Dr Arnold, "on public grounds, to confer what may be considered analogous to a peerage conferred on some of the wealthiest commoners, or to a silk gown bestowed on distinguished lawyers, when schools had risen from a very humble origin to a considerable place in the country, and had continued for some time, some royal gift, however small, should be bestowed upon them, merely as a sort of recognition or confirmation, on the part of the Crown, of the courtesy rank which they had acquired already. I have always believed that one of the simplest and most effectual means of improving the foundation schools throughout the country, would be to hold out the hope of some mark of encouragement from the Crown, as they might happen to deserve it."¹

¹ Stanley's *Life and Correspondence of Thomas Arnold, D.D.*, late Head-Master of Rugby School, vol. i. p. 112, 5th edit., Lond. 1845. The mark of royal favour alluded to in the above extract, has now been bestowed on Rugby,—her Majesty having founded an annual prize of a gold medal. This is precisely as it ought to be; and we humbly think, that some other seminaries, if represented in high quarters as they deserve, would doubtless obtain a like permanent distinction.

On the 18th of July 1827, the town-council announced to the public an improved course of study, which had been suggested by the rector and masters. The official account is as follows:—

In enacting the new regulations, the patrons have been actuated by the view of increasing the advantages which this institution holds out to the youth of this city, and of the country at large.

In framing the plan, two leading objects have been kept in view;—*first*, to introduce into this ancient and celebrated seminary, such additional branches, as, without interfering in the slightest degree with the leading department of study—**CLASSICAL LITERATURE**—should serve, still farther, to expand the mind, refine the taste, and extend the knowledge of the pupil;—and *secondly*, to preserve the fees within the moderate limits which ought to characterise a great national establishment. These objects, the patrons conceive, will be completely obtained under the new arrangements.

The classes for General Knowledge, embracing English Literature, History, and Geography, conducted by the classical masters, and extended over a space of four years, cannot fail to prove of the most essential benefit to the intellectual improvement of the pupil and serve agreeably to diversify, without sensibly augmenting, the labour of his classical studies. The same remark is applicable to the French. By introducing that language at an early stage, and devoting to it a small portion of time during a series of years, the pupil will be enabled to obtain, at a trifling expense, a very important acquisition, which might not otherwise have been placed within his reach.

The admirable accommodation in the new school, now erecting, will greatly facilitate the practical operation of the improved system, by enabling the masters to adapt their instructions to the diversified talents of the pupils, and to turn every moment of time to the best possible account.

By an equitable modification of the charges for writing and arithmetic, and by abolishing the Candlemas Fee, and other small payments, the important branches which have been introduced, will make very little addition to the present aggregate ex-

pense of the school ; while to the pupil who confines himself to the strictly classical course with writing and arithmetic, the expense will be considerably diminished.

It may be proper to remark, that attendance on the additional classes is, as it has always been on those of writing and arithmetic, entirely optional ; thus securing to the public, in all these branches, the benefits of free and unfettered competition.

The establishment of a separate class for arithmetic, and the elements of mathematics, is prospectively contemplated, and will be carried into effect as soon as circumstances permit.

In conclusion, the Lord Provost, Magistrates, and Council, conceive themselves justified in stating, that in point of simplicity and efficiency of system, moderation of fee and excellence of accommodation, the High School of Edinburgh will bear an advantageous comparison with any classical seminary in the Empire."

In November 1828 the High School was deprived by death, in his 65th year, of Mr Andrew M'Kean, the estimable and successful teacher of arithmetic and writing. The College committee having, along with the rector and masters, maturely considered in what manner arithmetic and the elements of mathematics and writing ought in future to be taught, gave it as their unanimous and decided opinion, that the mode recommended by the council in their minute of 12th July 1827, should be adopted. It was at that time proposed, that, whenever a vacancy should occur in the office of writing-master, on the demise of Mr M'Kean, or as soon as circumstances appeared to call for such a measure, that the council should separate the writing and arithmetic entirely, and institute a teacher of the latter, combined with the elements of mathematics.¹ The patrons now acted on this resolution. Mr Alexander M'Kean, who had long assisted his father, succeeded him as writing master ; and Mr Walter Nichol,

¹ Council Record, vol. cciv. p. 321.

an eminent teacher in town, was elected arithmetical and mathematical master.

The last annual examination in the school-house¹ at the foot of Infirmary Street took place in the autumn of 1828. Associations of the most interesting description were connected with that identical locality; for thither the successive youth of the metropolis, for more than two hundred and seventy years had chiefly repaired for the acquisition of classical learning. At the close of the examination, in the presence of a large and respectable assemblage, the Lord Provost having complimented both masters and scholars on the admirable manner in which the duties of the day had been gone through, Professor Pillans, as one of the examiners, followed in like laudatory strains, and avowed it as his decided opinion, that the pupils of the High School could not be surpassed by any equal number of youth of the same age in any part of the empire. The learned professor feelingly alluded to those local associations which, to his mind, hallowed the place in which they were then assembled. "The spot and the occasion," said he, "forcibly recall to my mind, as they must do to many who hear me, the mild and paternal aspect of Dr Adam, my venerable predecessor, who, for forty years, had devoted himself so ably, conscientiously, and enthusiastically to the improvement of youth; they remind me of the companions of my youthful studies, some of whom have, too soon for their country, already gone to their place of rest, leaving a long train of inextinguishable glory behind them; and others still remain to be the blessing and admiration of their country; finally, they remind me of the happy years I spent here as a teacher, in humbly imitating the zeal and devotedness of my own preceptor.

¹ The old High School buildings and surrounding area were sold for L.7,500 to the Managers of the Royal Infirmary; and the school-house has been by them converted into an hospital.

It may appear to some too great stretch of sentimentality to talk with much tenderness of bidding these walls an everlasting adieu, since after all it is but the stone and lime which we are about to part with. I rejoice to think that under a roof more worthy of its eminence, the school will still survive—the masters who have proved themselves so fit for the task, will still preside—and the same system be continued in a situation better adapted for carrying it into effect, and still richer in local associations, where the youthful eye cannot open without resting either on some of the noblest features of our own beautiful and romantic town, or on the monuments, still, I hope, to be increased in number, of those who, by their talents and industry, had raised themselves to distinction in all the various departments of honourable exertion; and where the youthful mind will thus be stirred up to emulate their fame in literature, science, and public virtue, and to bequeath like them an imperishable name.”

Mr George Irvine, long an acceptable teacher, resigned his situation in the summer of 1829. The magistrates and town-council, on the unanimous recommendation of the College committee, by a majority of twenty-eight to one, elected Dr James Boyd, house-governor of George Heriot's Hospital, to the classical mastership in the High School, vacant by the resignation of Mr Irvine. Dr Boyd had fulfilled the delicate and important duties of the noble foundation over which he had presided four years, with such ability and integrity that his character was well known to the citizens of Edinburgh. Mr Irvine received from his successor an annuity of L.100, during the last four years of his life.¹

From a poem entitled “A Valedictory to the Old High School,” written at this time by one of the pupils, we transfer to our pages a few stanzas:—

¹ See APP. p. 107.

Farewell! thou sacred venerable pile,
 Thou long hast stood our glory and renown;
 Thy halls no more shall see the school-boy smile,
 Or tremble at the master's angry frown.

Farewell! and yet I heave a tender sigh,
 The past while memory travels o'er,
 The scenes presenting to my mental eye,
 Which thou, alas! must now behold no more.

No more about thy walks shall striplings sport;
 Thy halls no more resound the classic lay;
 A numerous band no more shall fill thy court,
 'When toil relaxing lends its turn to play.'

* * * *

The time shall come, when thou, O heavenly muse,
 The sweet companions of my idle hours,
 Shalt cease ecstatic raptures to infuse,
 In Spring's gay morn, or Summer's evening bowers.

But thou! who long hast stood Edina's pride,
 And still remain'st to tell of what is past,
 Shalt never from my faithful memory slide,
 Till this my panting frame hath breathed its last.

What though thy ancient glory now is fled,
 And quite deserted though thy halls appear,
 Perhaps, the stranger viewing thee may shed,
 With filial awe, a reverential tear:

Perhaps, may tell his son, that here his days
 Of youth and boyhood pleasantly were past;
 That here he learned to tread in wisdom's ways,
 That here his mind in heavenly mould was cast.

And O may she, thy blooming daughter fair,
 Enshrined in majesty, on Calton's height,
 Thy glorious name, and well-earned honours share,
 And shed around the world fair learning's light.

Yes! she, when thou hast crumbled into dust,
 And nought but ruins tell where thou hast been;
 Yes! she, prophetic hope may boldly trust,
 Shall still shine forth in majesty serene.

Still from her fostering womb shall sons arise,
 Adorned with wisdom, and with virtue's lore ;
 To strike the admiring world with mute surprise,
 And rival all the mighty shades of yore.

But cease, my muse : such flights thy power transcend ;
 A resting place befits thy weary wing ;
 On Calton's summit do thou first descend,
 And there, behold a work that thou mayst sing.

JOHN I. C. LOCKHART, 1829.

The completion of the noble edifice on the Calton Hill having been intimated by the architect to the Patrons, they resolved that the new school should be opened on the 23d of June 1829, with all the pomp and circumstance usual on such occasions. All classes of the community evinced the utmost desire to be present on a day at once so memorable and so interesting. This was what might have been looked for, if we reflect on the nature and objects of this ancient, celebrated, and truly excellent institution, the recollections which it was calculated to awaken in the mind as a great national school, in which so many illustrious men imbibed the first elements of classical learning ; and the still more endearing associations connected with it as a modern seminary, to which was to be committed, in sacred trust, the literary and moral instruction of the rising generation.

The procession, which was arranged and conducted by Sir Patrick Walker, moved from the High School, Infirmary Street, about two o'clock ; and the pupils, amounting to seven hundred, took leave of that ancient seat of study, by giving three hearty cheers. The following was the order of the procession :—

Band of the 12th Royal Lancers, in front, mounted.
 JANITOR of the HIGH SCHOOL, in his Gown, and bearing his
 Baton.

Mr M'KEAN, Writing Master.—Mr NICHOL, Arithmetic and
 Mathematical Master.

First Class, in fours, according to their size, the smallest
in front,

Mr PYPER, Master.

Second Class, in like manner,

Mr MACKAY, Master.

Third Class, in like manner,

Mr LINDSAY, Master.

Fourth Class, in like manner,

Mr IRVINE, Master.

Fifth Class, in like manner,

Dr CARSON, Rector.

MODERATOR and OFFICE-BEARERS of the HIGH CONSTABLES.

The HIGH CONSTABLES, in fours.

CITY OFFICERS, with their Partizans, two and two apart.

MACE.

SWORD.

LORD PROVOST, MAGISTRATES, and COUNCIL, in their Robes.

The CLERGY of the City, in like manner.

UNIVERSITY MACE BEARER, with his Mace.

The Very Reverend PRINCIPAL BAIRD.

PROFESSORS of the University.

Those Noblemen and Gentlemen who had attended the High
School, and others having tickets, in fours.

When every one had been accommodated in the Great
Hall,

Mr HAMILTON, the Architect, addressing the Lord Provost (WALTER BROWN), formally stated, that it afforded him pleasure to report, that the contractor, and tradesmen generally, had completed their work, and the building was now, in every respect, ready for the reception of the pupils.

The Very Rev. PRINCIPAL BAIRD then offered up a fervent and appropriate prayer, for the Divine blessing on the prosperity of the seminary; after which the Lord Provost delivered a very judicious address. His Lordship gave an outline of the previous history of the institution, and congratulated his countrymen and fellow-citizens on the opening of a building, of which even Edinburgh had reason to be proud, and which was worthy of its ancient seminary.

“It is to you, gentlemen,” said his lordship, “the rector and masters of this our boasted institution, that we look, through the Divine blessing, for its continued usefulness and celebrity. We have done our best to provide for your accommodation,—we trust that what we have done has met the approbation of the public, and we flatter ourselves that you will find your new abode as commodious as it is elegant. But it is on your labours that the prosperity of the institution still depends. It is from your success in the important charge committed to you, that we look for the reward of any exertion that we have made; and I am sure I express the sentiments of every one who is acquainted with the present state of the High School when I say, that its friends never could look forward with greater confidence to its future success than at present. If its usefulness and reputation are to be upheld, or if they can be extended, I am persuaded that it will be in your hands. Three centuries ago, the Magistrates of Edinburgh gave to the master of their grammar school a monopoly of the education of the Edinburgh youth; and the circumstance has been noticed as a proof of their anxiety for the prosperity of the establishment, and no doubt it was so. But we now need no such enactments to support it; we can afford heartily to wish success to all similar institutions; we have no fear or jealousy about the character or stability of our own; for we have in your talents, diligence, and past success, a pledge for the prosperity and reputation of the High School, which no monopoly could ever give us. Many of the former scholars of this seminary had filled, and now fill, the most important offices in the country—or have gone to other quarters of the globe, to occupy places of honour and respectability—the fruits of the early education they received here. I trust that it will continue to be so, and that you will send out many who, in point of literary attainments, and moral and religious character, will bear comparison with the most distinguished who have gone from the High School of Edinburgh.

And now let me address a few words to the present pupils in this seminary. I have no doubt, my young friends, that you will long remember this day, and will often refer in after-life to the opening of the New High School as one of the most interesting events of your boyhood. But I hope you have good sense enough to see, that your being the first who occupied this place will not

of itself reflect any credit upon, nor be the subject of any pleasing recollection, if you cannot look back upon it as the time when you acquired useful knowledge, religious principles, and virtuous habits. On the contrary, if you fail to improve your present opportunities of acquiring these, it will be to your dishonour that you were pupils in the High School of Edinburgh at the time of its removal to this place—a place which is the admiration of all, and especially on account of the purpose to which it is destined. You cannot but see in the accommodation here provided for you, what importance is attached to your education, not only by your parents, but by the public. If God grant you life and health, you must one day fill the places now occupied by those around you ; and it is to fit you for filling these places with usefulness and credit, that so much has been done to secure for you a liberal education. But without diligence on your part, no efforts on ours, seconded though they be by the most able teachers, will make you either useful or respectable members of society. Strive, then, I beseech you, to profit by the instructions which you receive, and the principles which are inculcated upon you in this place. Remember how much the comfort of your parents—the reputation of this long distinguished seminary—and the honour of your instructors may depend on you ; and think of the dishonour that must attach to yourselves if you bring any discredit on them ; and reflect, on the other hand, what gratification you may afford to your friends, and to all who now take an interest in you. They have felt much anxiety, and they have incurred great labour and expense, on your account. You owe them, therefore, a very heavy debt, and the only reward they look for, and the only one that will satisfy them, is to see you grow up to virtue and respectability here, and to happiness hereafter.”

Dr CARSON, the Rector, replied in a very eloquent, classical, and effective manner ; and his speech, rather long for insertion here, but inserted elsewhere,¹ will richly repay a careful perusal.

The REV. DR BRUNTON said,—Every day of my life I feel, in some form or other, the advantage of my High School train-

¹ See APP., pp. 73-78.

ing. I feel it strongly now ; for it is the only ground on which I could have hoped for the gratification of being requested, in the name of those who have shared that advantage with me, to return our acknowledgments to your Lordship, and your colleagues in office, for your labours in the great undertaking, which you have this day brought to maturity. If my statement be short, it is not because I want interest in the theme, but because many of the topics to which it leads have been illustrated already, with a beauty and a power of which I should be sorry indeed to diminish the impression. It is impossible that any one who was trained in the High School should not feel deep interest in this establishment. It is twined around his heart by many a dear association. There the seeds of valuable knowledge were sown ; watered, it may have been, now and then with a tear, but far oftener gladdened with the sunshine of smiles and hope. Nor is it knowledge merely that the school-boy acquires. He acquires habits which follow him into after-life, and are of admirable service there. He acquires habits of activity, industry, and arrangement. He imbibes that spirit of generous emulation which can love a deserving rival, which, in regard to literary attainment, acknowledges no superiority but the superiority of talent and diligence. He learns that frank and confiding good-will which springs spontaneous in light-hearted boyhood, and which, when exerted, as here, towards the children of every class of citizens, leaves in after-life a kindly influence behind it, which softens the gradation of rank, and becomes the surest cement of human society. He forms attachments, springing at first from boyish preference, but which ripen sweetly into the friendships of maturer years, which soothe the decline of this frail life, and shall survive when this frail life is closed. These are some of the associations which endear the name of the High School of Edinburgh to thousands and tens of thousands ; these are enjoyments which every kind heart would wish to extend and perpetuate ; and therefore it is, that, in the name of those who have felt, and still feel, their value, we offer to your Lordship, and the Corporation of Edinburgh, our thanks, for the wise and liberal measures which have been taken to render permanent the benefits of the High School. The building of the old High School was, at the time when it was undertaken, creditable to your predecessors. While Edinburgh

was no more than "Auld Reekie," the situation was central; while our other public buildings were mean and meagre, and the adjoining University was a hovel, the fabric was respectable: but now, when our "romantic town flings her white arms to the sea," the situation is central no longer; now, when she is become a city of palaces, it is meet that our seats of learning should be foremost in the number. By the munificence of Government, the University has risen into a pile which would honour any capital in Europe, and now, through your fostering patronage, through—I will not say the munificence—through the gratitude, the justice, of the city of Edinburgh, the High School is not one whit behind. The genius of my friend Mr Hamilton has secured for it a dwelling worthy of the spot where it stands; and were I to speak volumes in its praise, I could say no more. Let municipal resources be lavished elsewhere on gewgaws, on structures devoted to frivolous amusement, but long may it be the boast of our city, that the architectural undertakings of our Corporation are those which are destined to the worship of our God, and to the training of immortal mind. There is more than good taste in this: there is in it a pure and lofty feeling; there is in it much of moral usefulness. Think not that the mere abric of such structures is a matter of indifference in regard to the success of the object to which they are destined. Who has not felt the reverential awe that steals over the soul as we wander amidst the aisles of some mighty temple! Nor are the situation and the fabric of a seminary like this destitute of influence in moral culture: many an impression sinks deep into the youthful mind, besides those which are embodied in language. Is it possible for the eye to rest, day by day, on the graceful forms, the proportions, the symmetry, of a pile like this, without the love of order, and beauty, and harmony, being strengthened in the inmost heart? Is it possible for the eye to look, day by day, from a spot like this on the grand and the lovely landscape that adorns it, clustering together in happiest union the triumphs of nature and of art, without awakening in the soul perceptions of the power, and the wisdom, and the loving-kindness of Him, who hath scattered in profusion over nature those elements of beauty and of grandeur—who hath nerved the feeble arm of man to accomplish works of such magnificence! Long may


you have your reward in witnessing the prosperous effect of this noble establishment; in the growing welfare of the interesting youths who surround us now, and of those who shall fill their places when they are called to mingle in the business of life! May they as far excel the race who went before them, as this proud pile towers above the fabric of which it inherits the name!

REV. DR ANDREW THOMSON.—My Lord Provost, I beg leave to say a few words in the name of the parents and guardians of the young persons attending the High School. It is a matter of rejoicing to the parents, and all who have an interest in the improvement and well-being of youth, that our metropolis has such a seminary as that on whose account we are this day assembled. Edinburgh has been for ages distinguished by this inestimable privilege, of which one generation after another have continued to enjoy the benefits, and have confessed and gloried in the obligation. And I may safely assert, that at no former period were its advantages more richly shared, or more justly appreciated, than at the present moment. To the existing patrons, and their predecessors in office, we owe a large debt of gratitude, for the kind, affectionate, warm, and unremitting solicitude with which they have watched over the interests of the institution. That they have never erred in their management I will not venture to affirm. To say so, would be a piece of idle flattery, which I could not bring myself to utter, and which, I am sure, you would disdain to hear. But I speak my own honest sentiments, and those of my fellow-citizens, when I acknowledge, as I now do, in their name and my own, our sense of the anxious care which you have uniformly shown to render this seminary more and more a public blessing,—the wisdom and zeal which has characterized your proceedings,—and the eminent success by which your labours have hitherto been crowned. Under your auspices, it has had its full share in advancing the cause of literature, especially as connected with the noble languages of Greece and Rome; and has demonstrated its superior excellence, by sending forth, from time to time, individuals not a few, who, by the liberal knowledge with which it had stored their minds, the discipline and training to which it had subjected their intellectual and moral powers, and the generous ambition which it awakened and fostered in their breast, came at

length to occupy high and most important situations in all the various departments of public life. Many of its pupils have lived, or are still living, as monuments of its worth, to adorn their country and their age. On the pupils now attending, we must be supposed to look with a somewhat partial and indulgent eye; and yet it may not be indelicate to state, and I cannot refrain from stating, that while their number, amounting to seven hundred, affords a decisive proof that the community of Edinburgh have not lost their confidence in the High School, or fallen off in their attachment to it—a proof the more decisive when we consider the able rivalry with which it has of late had to struggle. But those who observe the mode in which the tuition of the pupils is conducted, the attainments they have already reached, and the progress which they are daily making, must be fully satisfied that this confidence and this attachment have not been misplaced. And I cannot help entertaining the delightful hope, that, of the interesting and happy multitude now around us, there will be very many who, by their literary acquirements, their pious, virtuous conduct, their professional celebrity, their high sense of honour and of duty, their services in the church and in the state, their patriotism and their philanthropy, will give ample evidence how well they have been here cared for, and how admirably they have been here instructed. In this expectation, and in this hope, which we fondly cherish, we, the parents and guardians, beg to tender our cordial thanks to you the Honourable Patrons, and to you the learned and skilful Teachers of this institution; and while you persevere in the same course, you may be assured of a continuance of that respect, gratitude, and approbation, which you have so abundantly earned; and what is of more value, we are convinced you will receive the best blessing of Him, from whose providence alone, as the Father of lights, cometh down every good and perfect gift. My Lord Provost, there are two points upon which I wish to make a few remarks. The first respects this new building. We return you our most cordial thanks for transferring the High School from the situation which it formerly occupied to that in which it is now established. I say nothing of the architecture further than simply that it reflects the highest credit on the genius of my friend Mr Hamilton. It is one of the finest and richest displays of classical taste. Its outward beauty

is only equalled by its internal arrangements; and it is in every respect worthy of this city, of which it now forms one of the proudest ornaments. Great and important as this may be, we think not so much of it as of another circumstance,—the classical situation to which it brings our children; who, by the change, will now breathe a freer and purer atmosphere—invigorating their bodily health, enlivening their animal spirits, and giving them increased energy to pursue their course of studies. Secondly, we are glad of the change on account of vicinage. The former situation was in an impure and a contaminating neighbourhood. The present is just the contrary; and what is of great importance, it never can be otherwise, on account of the restrictions and servitudes by which its locality is surrounded and guarded. We are glad also of the change, for the spaciousness and convenience of the site. I will not say the site is the most central, but I will say it is a most excellent and convenient one—not too far removed from any part of the city, and most accessible to all those districts from which it is likely to be principally supplied with pupils. Though it was not, geographically speaking, the most central spot of this metropolis, it was certainly one of the most convenient that could be found. We are glad of this change, too, on account of the superior safety of the situation. When it was first spoken of, the terrors of parents were awakened, as if they saw all their children falling over precipices. I admit that I myself at one time entertained a similar opinion; but I had not thought of the subject for five minutes, when I said, if I were to have my choice of a situation, I would fix upon this very site. I said so from the beginning, and say so still. In opposition to all that has been alleged of the dangers of the Calton Hill, I never heard but of one fatal accident taking place upon it, and that was not to a boy. It was to one of your own body, who, forgetting that he was no longer a stripling, but that he was come to a good stiff old age, and wore a magistrate's chain, was rambling among the precipices and fell over. But I never heard of a boy encountering danger on the Calton Hill, far less of any one falling a prey to it. In my younger days, it was a great resort for amusement with boys of all ranks, and one of these—*bickering*—was in its own nature somewhat hazardous; but I never heard of an accident from the natural dangers of the

situation. These alarmists seem to think that our boys have not eyes to see danger, nor heels to escape from it. In my opinion they have both the one and the other of these faculties in great perfection. I have one of my own children at the school, and I am not in the least apprehensive on that score. I cannot but recollect what dangers they were exposed to in the former situation—the ordeal they had to pass through—the long gauntlet they had to run—going from the New Town along the Bridges and High Street, and through narrow lanes crowded with coaches and other vehicles—dangers multiplying as they went along; yet so far from any life being lost, not a limb was broken, not even a scratch was received in going to the Old High School. If they encountered all these, and fell a prey to none, I say that the fears of the most tender and timid mother may be hushed for ever; for her children run no risk whatever in attending the High School, situated as it now is, on the Calton Hill. I know that my young friends have all the caution of Scotch boys, though they may not all have what phrenologists call the organ of cautiousness; and I am quite sure that they will study their own safety, and the comfort of their parents, and run no unnecessary risks, either in coming to school, or in going home from school. The other point I would speak of regards the selection of teachers. I have always considered this as by far the most important point in education. But the idea entertained by some seems to be, that the system of education is the sum total of the concern. They consider the system to be every thing. If the system is good, they think that the end is attained, and that the work is done; and they never dream that any imperfection can arise from those to whom it is committed to do the work. If there are any failures, they are sure to refer them to the system, and not to the persons to whom the working of the system is committed. My doctrine is the very reverse of this; and I am so strongly impressed with it, that I would form it into an absolute maxim, and say—‘Make a system what you please, still the *teacher is every thing*.’ Give us teachers to the High School of high scholarship, sound principles, exemplary characters—teachers having a great quantity of knowledge, and who, moreover, are capable of communicating that knowledge—teachers who can adapt their instructions to the capacities, tempers, and



habits of the young persons under their care—teachers who combine great affection with great energy and great firmness—above all, teachers who are in love with their profession—who are very enthusiasts in the cause, and who can say not merely in the spirit of poetry, but from consciousness and heartfelt conviction of the truth—

Delightful task ! to rear the tender thought,
To teach the young idea how to shoot,
To pour the fresh instruction o'er the mind,
To breath th' enlivening spirit, and to fix
The generous purpose in the glowing breast.

Give me teachers of this description, and I care little about the system ; because, if it is bad, they will make it a good one—if good, they will make it better. On the other hand, if the teacher is of a different caste, all goes wrong ; if you give him a good system—he will make it a bad one ;—and if you give him a bad one he will make it worse. In the one case you gain every thing, in the other every thing is lost. I am not aware that this principle has been formally recognised by the patrons ; but whether it has or not, I know they have hitherto acted upon it ;—for if any thing more than another has distinguished the exercise of the patronage of the town-council, it has been the selection of the best qualified teachers for the High School. The patrons have hitherto acted as if they felt that every thing depended upon the qualities of the teachers. I might illustrate this by running over the numerous list which stands upon your record, from the very commencement of the institution, down to the appointment of the existing masters, whose presence forbids me to expatiate on their talents and their merits, which I should otherwise have had great pleasure in doing—though why should I dwell upon talents and merits which are so well known to all of us ? We thank you, my Lord, for what you have done so well in times past, and now beg that you may pursue the same course in all time to come. Give us such teachers as an Adam (pointing to the portrait of Dr Adam)—give us a Pillans (pointing to the portrait of Professor Pillans)—give us a Carson—I say, my Lord, repeat the boon, as I now repeat the request—give us an Adam, a Pillans, and a Carson ;—give us better men if you can find them, but give us them and such as them, and I say, in the name

of the parents and guardians of the children, we will not only be contented, but grateful and delighted. You will thereby reflect the highest credit on your own characters as guardians of this great and important establishment; you will effectually uphold the high character which the institution already maintains in the literary world—you will perpetuate and extend its usefulness, and your memories will be embalmed in the hearts of an enlightened and grateful posterity.

The Lord Provost having announced the ceremonial was completed, three cheers were given, and the boys returned to their different class-rooms to be dismissed by the masters; and the ladies and gentlemen present separated.

In the evening about four hundred gentlemen sat down to dinner in the Waterloo Hotel. The Right Hon. the Lord Provost in the chair; Solicitor-General Hope, the Rev. Dr Andrew Thomson, and Adam Luke, Esq., treasurer of the city, croupiers.

After the cloth was removed, the chairman proposed the health of his Majesty (George IV.), the largest contributor to the fund for building the New High School.

The LORD PROVOST, in rising to propose the toast of the evening, said, he need not ask how the company were pleased with the proceedings of the day; because the many happy faces before him bespoke that, like himself, they had been quite delighted. He craved a bumper "To the Prosperity of the High School of Edinburgh." May it continue to confer on the community similar, or even greater benefits, in time to come, than it has done for the three bygone centuries!

THE SOLICITOR-GENERAL HOPE.—Assembled as we all are, on an occasion like this, and connected by early recollections, or interested present ties, in the prosperity and usefulness of that institution, it is impossible to have viewed the ceremony of this day but with the greatest pleasure. Most of us received our education in that seminary—most of us were there taught the most useful lessons for the business of after life. We were taught

along with fellow-citizens of all ranks—for in the High School of Edinburgh there are no distinctions but those which industry, character, and talents confer. It is there that the boy acquires those qualifications which insure honour and prosperity to the future man. The boy is there taught the most useful lesson of a free state,—that the distinctions of rank in society are only valuable, and reflect honour on the possessor in the proportion to the way these are sustained,—and the still more valuable lessons, that all hereditary distinctions and advantages fail, when compared with the distinctions which talent, genius, and industry infallibly bestow. The peculiar advantages and the peculiar benefits of this institution are, that it gives a faithful representation of that life into which all its pupils are afterwards introduced. It teaches the best lessons of preparation for that life, at a time when the mind is most susceptible of receiving the deepest and lively impression of every object of youthful ambition, and proposes to it the legitimate means by which alone that ambition may be realised. It is impossible not to recollect that the prosperity of the High School is identified with that of the city, and that it is peculiarly under the care and the patronage of the Magistrates, and I will repeat, I am sure, every class of the community feels and acknowledges that they, in the choice of its masters, and in their zeal for its prosperity, have proved themselves the faithful and public-spirited guardians of the trust reposed in them.

The LORD PROVOST, in the name of the Town Council, returned thanks. He trusted the magistrates of Edinburgh, in the exercise of their patronage, would always anxiously endeavour to promote the prosperity, not only of the High School, but of every other establishment over which they had the presidency. His Lordship then proposed the health of the ministers of Edinburgh, to whose friendly advice the magistrates, as patrons of the High School, were often much indebted.

PRINCIPAL BAIRD expressed the grateful acknowledgments of his brethren and himself, and said it was gratifying to them to hear laymen in that manner expressing their good opinion and good will to the clergymen of Edinburgh.


The LORD PROVOST proposed the health of the rector and masters of the High School, and may they be faithful and con-

scientious in the discharge of their duties, and long continue to merit the approbation of the public.

Mr WAUGH said, it might not be inappropriate here to mention the opinion entertained by the celebrated Dr Parr of Dr Carson. Dr Parr was in Edinburgh in 1819, and (says his biographer) held in due estimation the sound learning taught at the High School. He considered Dr Carson's grammatical work as one of the most useful books that can be put into the hands of young Latin scholars. Thus highly he commends it in a letter to a friend :—"I am going to mention a book which has long been a desideratum. The second master of the High School, Edinburgh, has written a very judicious and instructive book on *Qui Quæ Quod*, and the Subjunctive Mood. I have recommended it to some of the first schools in this kingdom. He who makes himself master of this book, will understand principles not very well understood in our public schools hitherto. I am taking pains to diffuse the knowledge of them."

Dr CARSON,—I may say, with confidence, that I express the sentiments of my colleagues, no less than my own, when I thank your Lordship and this company, most sincerely and from the heart, for the distinguished honour you have conferred on us. As individuals, we feel deeply and sensibly the approbation and good wishes of our fellow-citizens; as a Body, we know well that no establishment in this city is cherished by our patrons with more kindly regard than that to which we have the happiness to belong. Our patrons are, in truth, our friends—friends alike of the teacher and of the taught—of the parent and of the pupil. But on this subject it is surely unnecessary now to dwell. The events of this day have spoken with a power and an energy, before which eloquence itself must be mute.

Dr DAVID MACLAGAN said he felt assured his Lordship and the company would cordially join in dedicating a toast to the health of the highly-gifted architect, to whose genius and acquirements they were indebted for that splendid edifice which had this day been opened for the High School, and which was no less distinguished for its external beauty and local harmony than for the admirable adaptation of its internal arrangement for the purposes of education. He trusted it would long remain a proud monument of native art, and a far-famed school of national in-



struction. Mr Hamilton had other claims to the admiration and gratitude of every friend of the High School. Sincerely as he rejoiced at the completion of this great work, he could not but look back to the period when, amidst the difficulties which a choice of site presented, and the obstacles which local interests and prejudice, misconception and misrepresentation, created, the best friends of the school were appalled and disconcerted. It was then the genius of our architect obtained its first triumph in reconciling, by the beauty and skill of his design, the jarring differences of public taste and opinion;—a design which has had the rare merit of being more than realized in the execution. If any lingering doubts should yet remain, he felt satisfied they would, ere long, be dispelled. Convinced as he was, that, contrasted with the situation and neighbourhood of the old school, on which he did not wish to dwell, that of the new would be found to conduce not only to the physical, but to the moral health of the pupils. It was not, he thought, refining too much to believe, that the classic character of their place of instruction, the free breeze which fanned their youthful ardour, the relics of ancient grandeur and of their country's history, and the more enduring and sublime monuments of their Creator's power by which they were surrounded, would attune their youthful minds to a finer perception and a keener relish for the beauties of ancient lore, and a purer aspiration of reverence and gratitude to the Creator and Giver of all things. This was a proud day for all—a proud day, indeed, for Mr Hamilton, and not the less that his fame was associated with that noble seminary, of which he had ever been an ardent admirer and a faithful friend. He, too, felt an honest pride that this great work had been accomplished by a citizen of Edinburgh, whose genius had been inspired not only by the study of the classic models of antiquity, but by observant admiration of the beauties of his own romantic town,—who had added a new triumph in the fine arts to the other glories of his country, and who was not more to be admired for his genius than respected for his private worth and independence of character.

Mr HAMILTON briefly returned thanks.

BARON CLERK RATTRAY.—Mr Solicitor-General—I am going to propose the health of an individual under whose auspices we

sit in safety at our firesides, and who does all in his power to promote the education of the children who are to adorn future generations. I need scarcely name the Lord Provost. I am a scholar of the High School, and so was the Lord President Hope, who would have been here to-day but for a family misfortune. We were present at laying the foundation of the old High School, and we then thought that nothing grander could be accomplished; but "the march of intellect" has made us hide our diminished heads. I beg to propose the health of the Lord Provost.

The LORD PROVOST said, it was a remarkable circumstance that the distinguished individual whose health he now meant to propose, was dux of the rector's class at the laying of the foundation stone of the old High School, and had now risen to the highest dignity on the judicial bench of his country—"The health of the Lord President of the Court of Session."

The SOLICITOR-GENERAL.—My Lord, you will readily believe that I acknowledge the toast which you have just given, with the deepest gratitude and most heartfelt pride. My father was dux of the rector's class when the foundation stone of the last High School was laid; and I know not a better proof of the usefulness of that seminary than is given by his life, and by the simple fact, that he entered that school a boy, with no other prospects, and no brighter hopes than are common to all or any one of the 700 boys now attending it; and that he has now risen to the first public situation of his native country. It was that distinction, I know well, which occasioned the choice he afterwards made of his profession; it was that distinction which opened to him, then an unknown boy from an English school, the hope and prospect of future greatness. He feels deeply the advantage of the friendships which he formed in early life at the High School, and none of which, I trust, will be ever lost. The affairs of his fellow-citizens always interested him; and although for a quarter of a century he had abstained from attending public meetings of this nature, I urged him to be present at the procession, and at this meeting, because I felt that no individual present could afford a better or nobler example of what talents, character, and industry might attain in this country—since the highest situation in Scotland had been reached by one who entered life with no

higher prospects than every one of those now at the High School might with safety propose to himself. My father valued it as one of his highest distinctions, that he had the honour to be *dux* of the High School.

Several other gentlemen spoke on this interesting occasion ; but want of space obliges us to rest satisfied by simply enumerating the names of Principal Baird, Walter Cook, Esq., W.S., Rev. Dr David Dickson, James L'Amy, Esq., and James Simpson, Esq., Advocates, William Trotter, Esq. of Ballendean, and Sir Patrick Walker.

The following inscription appears in front of the High School :—

*Schola.Regia.Edinensis.Trecentis.Ante.Annis.Instituta.
Studiisque.Litterarum.Humaniorum.Sacrata.
Nunc.Ex.Decreto.Senatus.Edinensis.In.Nova.Hac.Sede.
Pro.Dignitate.Urbis.et.Concursu.Discentium.Amplificata.Instructaque.
Hanc.Rite.Inchoatam.Ab.Alexandro.Henderson.Praefecto.Urbis.
Anno.Post.Christum.Natum.MDCCCXXV.
Gulielmus.Trotter.Qui.Deinceps.Praefectus.Creatus.Est.
Omni.Cultu.Extruendam.Curavit.Pecunia.Maxime.Ex.Urbis.Aerario.
Erogata.Partim.Etiam.A.Civibus.Patriae.Studiosis.Ultro.Collata..
Regnante.Georgio.Quarto.Principe.Munificentissimo.
Hujusque.Operis.Fautore.et.Adjutore.¹*

It may be observed, that the original design, from which the engraving in this volume is taken, contemplated sculptural decoration to a considerable extent. In particular, the two statues which appear in front of the portico, and which, from the want of funds, have never been placed

¹ *Translation.*—High School of Edinburgh, founded Three hundred years ago, and consecrated to the study of polite learning, now by an act of the Town Council enlarged and fitted up in this new situation, suitably to the dignity of the city and the resort of scholars. This edifice, commenced with the usual solemnities in the year 1825, by Alexander Henderson, Lord Provost of the City, was reared with every regard to elegance under the auspices of William Trotter, the succeeding Lord Provost; the expense being chiefly defrayed from the funds of the city, aided by the voluntary contributions of patriotic citizens, in the reign of George the Fourth, a most munificent Prince, who vouchsafed his royal favour and aid to this undertaking.

there, were intended to represent distinguished literary characters connected with the seminary.

According to the City Chamberlain's books, the expense of the buildings, levelling, enclosing the ground, and furnishing the class-rooms, &c., amounted to £34,199 : 11 : 6. Independently of His Majesty's donation, already referred to, the town-council voted the sum of £2000; and the voluntary subscriptions of private individuals to the same patriotic purpose amounted to £3,984, 0s. 9d. sterling.¹

In August 1829, Mr Nichol, the admirable teacher of Arithmetic and Mathematics, intimated to the Patrons, that since he had entered upon that situation he had found its duties less compatible with his other engagements than he could have previously anticipated, and therefore begged to announce his intention of resigning the office immediately after the ensuing examination. His resignation was received with much regret; and on the 9th of September Mr George Lees, the well-known lecturer in the School of Arts, became Mr Nichol's successor.

As mentioned in that portion of our volume, in which a detailed account is given of the system of education at present pursued in this seminary, two days at the close of every session are devoted to a searching examination of the pupils.² In recent times Reports of those annual meetings have been preserved; and the subjoined is that for the year 1833 :—

EDINBURGH, *August 9, 1833.*

THE examination of the High School took place yesterday and to-day. WILLIAM CHILD, Esq. of Glencorse, one of the magistrates, presided in the absence of Lord Provost LEARMONTH.

¹ The public most liberally responded to the call. The Right Hon. William Dundas, M.P. for Edinburgh, subscribed £100; and the following gentlemen £50 each :—William Allan, Esq. of Glen, Dr A. R. Carson, Baron Clerk Ratray, Lord Glenlee, Right Hon. Charles Hope, Francis Jeffrey, Esq., Andrew M'Kean, Esq., Professor Pillans, Charles Selkirk, Esq., and William Trotter, Esq. of Ballendean.

² See p. 280.

The whole ceremony went off with more than its wonted éclat; and, as compared with the appearances of former years, derogated nothing from the zeal and talents of the teachers, or the industry and progress of the scholars. The various classes acquitted themselves in a manner equally creditable to masters and pupils, and showed an accuracy and extent of information not surpassed in any seminary in Great Britain.

When the labours of the examination had terminated, and the prizes came to be distributed, the whole assembly repaired to the Hall, which was crowded with spectators, consisting of ladies and gentlemen, interested in the proceedings of the day.

In opening the business, the Rev. Dr BRUNTON expressed in his own name, and in the name of the magistrates of the city, the pleasure they had received from the examination. It was, said he, a spectacle which must have given delight to every heart that witnessed it, but to none more than an old High School boy, in which character I am proud to class myself. The teachers must feel it as a gratifying reward for their honourable labours; they must be proud of the grateful remembrance of the attachment of their pupils,—a striking proof of which we have this day seen¹—but they have a nobler reward in the approbation of their own minds, and in the delightful sense of their usefulness. To my young friends I am glad to assign a due share in the honours of this day. The old High School boys rejoice that they are outdone by their successors. There remains the gratifying duty of conferring rewards upon the successful pupils,—of conferring applause and approbation on all; more especially on those who, being the lowest in the class, have had the manliness to appear here to-day. Splendid talents are the lot of few; but our gracious God has put within the reach of all those qualities which ensure respectability and usefulness in life;—industry, discretion, and sound principle. I need not speak to you of the value of those attainments for which you are here employed in preparing. Those who have even entered upon the study of classical literature must already have seen how bright, and smiling, and fertile, is the prospect. I do not speak of the charms of kind and friendly intercourse among the pupils; the recollection of which I myself cherish, I speak only of the at-

¹ Allusion is here made to the presentation of Dr Carson's portrait. See APP. p. 70.

tractions of classical literature in itself. But while you are enriching yourselves with classical literature, I beseech you to study that which is higher than human wisdom ; and while you enjoy the pleasures of friendship, I would exhort you to seek the friendship of " Him with whom is no variableness nor shadow of turning." To His protection I commend you, earnestly wishing that you all may enjoy, if it is His pleasure, many days of as much happiness as the present ; and that hereafter you may experience pleasures, in comparison with which all created happiness is " less than nothing, and vanity."


On the 2d September 1834, the following official communication was published, and widely circulated :—

THE LORD PROVOST, MAGISTRATES, AND COUNCIL have deemed it proper to announce to the public the result of their inquiry into the state of education in the High School. In doing so, they have much pleasure in recording their entire approval of the able and zealous manner in which the rector and masters have discharged their important duties. They feel themselves warranted in asserting, that at no period has the high character of this great seminary been more successfully maintained. In proof of this, they may confidently appeal to the last public examination.

Feeling, however, an anxious desire to extend, as far as practicable, the range of studies pursued within its walls, the attention of the College Committee has been earnestly directed to the attainment of so desirable an object ; and, after having obtained the opinion of the rector and masters, the result of their labours now appears in the revised *Course of Study*.

The facilities which will now be afforded to the pupils of the High School for the study of the *French Language*, on moderate terms, cannot fail to be regarded as an essential improvement, calculated to supply an important desideratum in the literary curriculum.

By means of an alteration in the arrangement of the hours, additional time has been obtained for the writing, arithmetical, and mathematical departments, which will greatly facilitate the classification of the pupils, and thus contribute to the greater efficiency of those important branches of education.



The introduction into the *General Knowledge Class* of several additional subjects of great interest and practical utility, must prove highly conducive to the mental development of the pupils, and call forth, in a more prominent manner than heretofore, their peculiar talents and diversified tastes.

These, and other improvements which it is unnecessary to specify, will, it is hoped, receive the approval of an enlightened public, and tend to advance the prosperity of an institution, which justly ranks as one of the most valuable of the educational establishments of Scotland. While it will be the agreeable duty of the town-council, as patrons, to watch over its interests, and to preserve it in all its integrity as a great classical and literary seminary worthy of the metropolis, they will be happy to introduce into the system, from time to time, such additions as may appear to be called for by the progress of education, and the improved methods of instruction.

The College Committee reported to the Council, that they concurred in opinion with the teachers, that it would not then be prudent to make any extensive alterations on the classical department, or the constitution of the High School. They farther suggested, as appears from the preceding document, that a French Master should be appointed, and some changes should be made on the hours of teaching, as well as on the school fees. These recommendations were adopted by the Corporation, and M. Senebier was appointed teacher of the French language.

Mr George Lees, after zealously and ably performing his duties as Arithmetical Master for five years, tendered his resignation. The vacant place was filled up on the 7th of October by the election of Mr William Moffat. As a teacher in Heriot's Hospital, this gentleman had the advantage of being much under the eyes of the Members of Council; and to his diligence and great success in that situation he chiefly owed his election. Mr Moffat, it may be noticed, was appointed for five years, on the understanding that his connexion with the school should cease at the termination

of that period, unless he were then re-elected. Happily for the seminary, Mr Moffat's services have been continued ; and as in his case, so also in that of other teachers who were chosen for a specified period, it has been declared, that all the masters hold office during the pleasure of the Patrons.

What follows relates to what occurred at the annual distribution of prizes to those scholars to whom they had been awarded :—

EDINBURGH, *August 7, 1835.*

The Rev. Dr JOHN LEE, one of the ministers of the city, and afterwards Principal of the University of Edinburgh, congratulated the Lord Provost and the other patrons on the distinguished place which the High School continued to hold among the seminaries of Great Britain. It had long maintained a name second to none in the Empire ; and from the specimens of excellence which he had that day witnessed, he hesitated not to pronounce, that it continued to sustain the character which it had already so deservedly gained. He then congratulated the Rector and Teachers on the proofs which that day had been produced of their zeal, assiduity, and ability in the teaching of youth ; and, in conclusion, he expressed a hope that the day would never come when the literature of Greece and Rome was neglected in this country. All who heard him must be fully sensible that those studies not only offered no obstruction to the attainment of practical excellence in common life, but that they were also the only solid and sure foundation by which to ascend to eminence, not merely in those grave pursuits, to the study of which they were essential, but also in those loftier arts which excited the ambition of so many, yet in which so few were calculated to shine,—the arts which taught them to command the applause of listening senates, and to wield the destiny of nations.

PROFESSOR PILLANS said, that having been one of the examiners of the school on the present occasion, he could conscientiously declare, that not even in the high and palmy days of the Institution, when it sent forth from its walls a Dugald Stewart, a Walter Scott, a Jeffrey, a Cockburn, a Mountstuart Elphinstone, a Horner, and a Brougham—not even in those palmy

days was the course of instruction pursued in the Institution better calculated to produce such men as these than the system now followed. It was a course of instruction which was not calculated to flash and strike astonishment into those who had received an ill education themselves; but one which prepared the scholar for every business of life.

He would say to his young friends, that they were not to address themselves to their various studies merely to please their friends, or even to adorn the commonwealth, but there was a duty incumbent on them to keep up that distinguished character of the school, which had existed for centuries, and which had sent forth from it such names as those he had mentioned.

On the 15th December M. de Fivas succeeded M. Senebier, who resigned his appointment as French teacher in the High School, in consequence of its interfering with other professional engagements.

In January 1837, Mr Alexander M'Kean, teacher of Writing, resigned his appointment, and received the thanks of the Magistrates and Council, "with their best wishes for his success in the new and honourable course of exertion to which he intends to devote himself." On the 7th of the following month the patrons selected Mr William Cooper to succeed Mr M'Kean.

The following account of the examination of 1839, and the address of the Chief Magistrate, will be read with pleasure by the friends of this seminary :—

EDINBURGH, *August 2, 1839.*

The examination of the High School took place yesterday and to-day in the class rooms of the institution. At three o'clock this afternoon, the school assembled, for the purpose of distributing the prizes, when the gallery and other portions of the splendid hall were filled by the parents and friends of the pupils, presenting an unusually animated and gay appearance. The Lord Provost (Sir JAMES FORREST of Comiston, Bart.) took the chair, and beside him the magistrates and councillors, and several of

the professors, along with the clergy, and other professional gentlemen.

His Lordship addressing the meeting, said, I rejoice to see so large an assemblage in this Hall, and I hail it as an omen of the increasing interest which the inhabitants of Edinburgh feel in the prosperity of this great national Institution. I am confident that I may with all safety express the unmingled satisfaction which all who were present this day have received in witnessing the examination of the various classes; and I am happy to think that the proficiency which has been displayed by the pupils gives strong proof of the unceasing attention with which they have devoted themselves to their studies during the past year; and it is no less an unequivocal proof of the zeal and talents of the teachers. In the classes for Writing, Arithmetic, Geography, French, and Mathematics—in all those studies which are more immediately connected with the practical pursuits of life—the proficiency of the pupils has been marked indeed. And it is well for our ingenuous youth, who here imbibe those lessons which are to guide them in their future career, that, according to the established practice here, the study of the immortal languages of Greece and Rome occupies a large portion of the time of the pupils. Whatever may be the value of other studies, I hope never to see the day when the study of these noble languages shall be discouraged as a useless waste of time. Being myself an alumnus of this school, I shall ever remember with delight the time which I spent within its walls; and I remember also the enthusiasm with which the teachers of that day explained to their pupils those models of eloquence, of poetry, and of philosophy which the Latin and Greek authors have transmitted to posterity. I am confident that this school will long maintain the high place which it has ever held among the literary institutions of our land. It has now flourished for many generations—it has seen the lapse of centuries, and it still contains within itself the seeds of permanence and vigour. Other literary institutions may be fostered for a time by the energy and zeal of their directors, but I look upon this school as calculated to uphold the literary fame of our land; and I hope it will long continue to possess a succession of as able teachers as those that now adorn its classes. From what we have seen this day, I may say without the fear of contradiction, that those who

have now the superintendence of education will not suffer in comparison with those who have gone before them at any former period ; and I would say to my young friends round me, that I hope they will continue to improve in the spheres to which they may be hereafter called, the instruction which they have received here ; and that the applauses and the rewards which they receive this day will not be looked upon by them as an end of their studies, but that they will consider them as stimulants to farther exertion. I hope that those who are about to leave for some of the Universities will there find the benefit of the instruction and the knowledge which they have acquired in this place ; and that those who remain at school will continue every year to double their diligence—every year to increase their exertions, and never to rest satisfied with any present amount of acquirements. I will not detain you longer from what I know will be considered the most pleasing duty of the day—the receiving of those rewards which your exertions have merited ; and when I see around me so many joyous countenances, it recalls to my memory the days of yore, when I looked forward with anxiety and hope to the arrival of this day as the termination of the labours of the year—as one of the resting places of life, where I might with pleasure look behind on the past, and forward with hope for the future.

The prizes were then distributed.

Mr Benjamin Mackay, who laboured as a classical master with great energy and success, announced to the Lord Provost his intention, in August 1843, to retire from the High School. In his letter of resignation Mr Mackay says, “The best years of my life have been spent in the public service, and during my whole course I have not been three days absent from duty. In retiring from the High School, I hope I may be permitted to express to your Lordship, and through your Lordship to the Council and citizens of Edinburgh generally, my deep sense of gratitude for the peculiar favour and indulgence with which my services have been received during a long series of years. I can never cease to feel a lively interest in all that concerns Edinburgh, and especially in the prosperity of that noble insti-

tution with which I have been so long connected. . . . I say nothing of my exertions for the High School ; I say nothing of the improvements which I have been instrumental in introducing. The conditions annexed to the competitions for the Medal endowed by me will sufficiently indicate my views as to the course of education most suitable for that department of the High School with which I was connected."¹ The Chief Magistrate was requested to convey to Mr Mackay the regret of the Council at his withdrawal from the school, with their best thanks for his long and faithful services.²

At the time that Mr Mackay determined, unconditionally, to resign, his learned colleague, Mr Lindsay, who had taught in the school since the year 1818, also intimated his willingness to withdraw on a suitable retiring allowance, which was speedily adjusted to his satisfaction.³

Two gentlemen, of established reputation and experience, were elected to supply the vacancies thus occasioned in the classical masterships. Mr William Walker Carmichael, of Madras College, St Andrews,⁴ became the successor of Mr Mackay ; and Mr William Maxwell Gunn,⁵ Rector of Haddington Burgh Schools, was placed in the situation so long and faithfully held by Mr Lindsay.

In the month of October 1843, in compliance with the wishes of many of the parents of the boys, the patrons appointed Mr George Rolland and his son joint teachers of Gymnastics and Fencing in the High School.

The Duke of Portland, and the Marquess of Titchfield,

¹ We understand it is Mr Mackay's intention, as generally indicated in his letter of resignation, to endow a medal, as also to found an exhibition or bursary in connection with the High School of Edinburgh.

² See APP. p. 108 ; and for Mr Mackay's own account of his mode of teaching in the High School, see pp. 166-203.

³ See APP. pp. 108 and 166.

⁴ *Ib.* p. 111.

⁵ *Ib.* p. 113.

patrons of the chair of Humanity in the University of St. Andrews, regardless of family connexion, party feelings, and political influence, manifested the sincerity of their desire to promote the best interests of that ancient seat of learning, by selecting the man whom they considered best qualified to discharge the duties of the office. Their choice fell upon Mr (now Dr) Pyper, who was long an ornament of the High School. At an entertainment given to Dr Pyper, on the 29th of October 1844, on the occasion of his promotion, Lord Provost Black in the chair; a high encomium was passed on his merits. In an eloquent speech, having enlarged on the ill-requited services of teachers of youth, his Lordship spoke as follows :—

“ But it is not only as a representative of his order, but for his individual merits, that we honour Dr Pyper. He has now been under the public eye amongst us for more than twenty years, and even the tongue of calumny has not ventured a whisper against him. The parents who have intrusted to his charge their most precious jewels, have had them faithfully restored, brightened, and polished, and set with fair colours. He can now look abroad upon society, and see the seeds which he sowed in the youthful mind germinating, blossoming, and bearing precious fruit. Many holding important stations in society have been indebted to him for much of the success they have attained in after life, and are now scattering in other fields, the multiplied seeds of knowledge and of virtue which date their origin from his culture.¹ His progress has been that of the upright—from dawn to the perfect day. After receiving the rudiments of his education in a parish school, and struggling to attain the means of attending the University during the winter, by teaching during the summer ;

¹ Among Dr Pyper's pupils, may be mentioned the Rev. Dr Archibald Campbell Tait, now Head Master of Rugby School. Dr Tait entered the High School of Edinburgh, as a pupil of Mr James Gray, and on that gentleman's resignation in 1822, the class was entrusted to the care of Dr Pyper, with whom the present accomplished master of Rugby remained till he entered the Edinburgh Academy, which he left in 1827, carrying off the highest honours of that seminary.

we find him at the early age of sixteen, parish schoolmaster of Laurencekirk, under the venerable Dr Cook, now his colleague in the University. After being two Years a master in the High School of Glasgow, the patrons of the Edinburgh High School were fortunate enough to secure his services for this city, where, for twenty years, he has continued to rise in the estimation of his countrymen, till at length he has been crowned with the well-merited dignity of a Professorship in the most ancient university of Scotland. We congratulate him on his hard-earned honours, and we congratulate the University of St. Andrews on its valuable acquisition. If anything could add to this cause of gratulation, it is the circumstance that this honour has been awarded, not to a family retainer—not to one who has only deserved it by his genius and attainments; but to one whose life has been spent, and whose qualifications have been proved, in the honourable occupation of a teacher of youth. Long may the Professor of Humanity in the University of St. Andrews enjoy his honours, and long may he adorn the chair to which he has been appointed.”

We have only room for a short extract from Dr Pyper’s excellent and appropriate reply.

“ I should, indeed, be most ungrateful did I not thus publicly acknowledge that, from the first moment of my connexion with the High School to the present hour, I have received the most unbounded confidence, kindness, and support, from the Lord Provost and magistrates of this city; and I need not say that, to the citizens at large, my obligations are equally great. It would be entirely out of place to enter at present into the wide subject of classical education. The seminary with which I have had the honour to be connected, has at least performed its share of the great work of intellectual culture, both to this city and to the country at large. Indeed, I believe I may justly claim for it some merits which have been usually assigned to other quarters, for it may be truly said, that within the walls of the High School originated that union of strict classical studies, with a proper amount of useful collateral knowledge, which has so long distinguished both that seminary and the grammar schools generally throughout Scotland. In proof of this, I need only refer to

the name of Dr Adam, to whom the classical literature of this country is more indebted, than to any other individual within the last century. I would just ask you to look to the works which he left behind him, and I would refer more particularly to his Roman antiquities, and to his ancient and modern geography. In the latter work will be found the most extended views that have yet been laid before the public on the union of scientific and general knowledge with the study of the classics. What has been considered as characterizing the educational system of the present day, was anticipated and carried into full effect by that admirable scholar and most distinguished teacher. Now, the tone which was given to the style of teaching in that school by Dr Adam, has been continued to the present day; and I can only say for myself, and my much-esteemed colleagues, with whom I have been united for twenty years, that we have not only been anxious to preserve unimpaired what had been transmitted to us, but to introduce, from time to time, such improvements, and such extensions, with regard to general knowledge, as were compatible with the leading object of that seminary as a classical school. May I be permitted to make a single remark in reference to this and similar institutions, as to the vast importance of uniting together, during the process of elementary education, the youth of all classes of the community. This is the glory of our Scottish grammar schools, and it is a feature which cannot be too highly appreciated. We know well that the distinctions of life which separate man from man, too soon, alas, force themselves upon our notice. How desirable, then, is it, that as large a portion of our youth as possible should, at some period of their lives, come together upon common ground, where these distinctions are little known, and not at all recognised, where they meet simply as members of the great human family, and where the contest is one where intellect and morals alone are concerned! It is important that our youth should be brought together while the affections are yet warm, and while the heart is yet unseared and undulled by the rude realities of actual life. It may be that they separate widely as they advance in life, but depend upon it, a link has been formed stronger than that which is forged of iron or of steel, a link composed of the finest, and the strongest, and the most enduring affections of the human heart. This feeling

accordingly serves to bind the different ranks of the community together.”¹

Mr John Macmillan, a respected and acceptable classical teacher in the High School of Glasgow, was chosen to succeed Dr Pyper in the Edinburgh seminary. It was at the close of the same session that the subjoined appropriate address was delivered:—

“The annual examination of the High School took place on the 30th and 31st of July 1845, in presence of the Lord Provost, the Magistrates, a number of the city clergy, and of gentlemen connected with the educational institutions of Edinburgh. There was also a large concourse of the parents and friends of the pupils. The subjects of examination on Wednesday were French, Writing, Mathematics, and Arithmetic; and the Fencing classes were also put through their exercises. Thursday was occupied with the examinations in the classical department. The ability of the masters was amply attested by the proficiency of the pupils in the subjects which enter into the course of study in this far-famed institution. Thursday the distribution of prizes took place in the great Hall, when the whole classes were assembled. Compositions both in prose and in verse were read by several of the young gentlemen, for which they were heartily applauded.

The Lord Provost (BLACK), then rose and said—Ladies and Gentlemen, those of you who have witnessed the exhibition of this day cannot but have found that it afforded you unmingled gratification. The young gentlemen of all the classes have acquitted themselves in a manner which does great credit alike to themselves and their preceptors. Edinburgh has reason to be proud of this noble Institution as one which has conferred a lustre upon our city, and which has given a tone to the manners and intellect of its inhabitants. Whether they remain in Edinburgh or betake themselves to other lands, and whatever be the walk of life in which they are led, I believe the students of this seminary will be found every where, and at all times, ably sustaining the character of the city, and the Institution in which they spent their youthful years. Time would fail me were I to

¹ See APP. p. 109.

attempt to enumerate the illustrious men who have received their training at our High School. In the same year Horner, Brougham, and Jeffrey studied within its walls. If the school can boast of such alumni in one session, what must be the sum of talent—how numerous the able men whom, in the course of many years, all the classes of this Institution have, from time to time, sent forth as witnesses of the moral and intellectual benefits which it has conferred? One grand reason why this Institution has flourished, and continues to flourish, will be found in the eminent character of the men who have presided over it—men who would have done honour to any institution in any country. I recollect well my own master (Dr Adam)—his memory I fondly like to cherish. He was one of the best of men, one of the most proficient of scholars, and most successful of teachers, who did honour to the school and to his native land, and who by his labours promoted instruction, not only in this country, but in America, giving to both the benefit of his great literary acquirements. This Institution has been presided over by many such eminently qualified teachers, and by none more worthily than by him who presides over it at this present day. I have not words sufficient to express the honour in which we as patrons hold him (Dr Carson) in our estimation, and how highly we regard his character and appreciate his efficient services. To him and to his able coadjutors and colleagues, we are indebted beyond what I can in words convey. In the name of the patrons—in the name of the parents of the ingenuous youth—in the name of the whole inhabitants, I beg leave to express the feelings of admiration with which we have regarded the display we have this day witnessed.

The citizens of Edinburgh have to rejoice in this school, not only for the eminent position which it occupies, but also on account of the peculiar nature of its constitution. Here the youth of all classes of society—every sect,—the peer and the peasant,—all join in the same form, each possessing no advantages over his neighbour. The most humble of our citizens have an opportunity of getting their children trained up on a par with the highest ranks of society, having their minds improved, their judgment enlarged and strengthened, and their taste refined, so as to be put on a level with the highest of the land. To the great insti-

tutions of England none can have access but the wealthy, and yet there is not one of them I hold which is entitled to be placed over the High School of Edinburgh. The patrons are anxious that every thing of a useful tendency should be found in the institution, and accordingly they have resolved to add a German class at the opening of next session.

In conclusion, I beg to address a word or two to my young friends. Some of you have received premiums for your talents, industry, and application. I would remind you that you are not to rest satisfied with the degree of learning which you have attained. No, your success should only serve to stimulate you to further exertion. He who has given you talents and acquirements, has given these not merely for idle display, but for far higher and nobler purposes; and unless you exercise them for the information of your fellow men, it were better such attainments had never fallen to your lot. I trust that such of you as are now about to enter upon a higher sphere, will return next session to prosecute your studies with renewed vigour.

His Lordship then proceeded to deliver the prizes."

The town-council, sensible of the importance of the German language as a branch of study, now that the literature and science of that country had become of so much interest to the inhabitants of Europe, came to the unanimous resolution to institute a class for German. On the 14th August 1845, Dr Carl E. Aue, became the first teacher of that language in the High School.

To the unfeigned regret of the community, Dr Carson, owing to the delicate state of his health, found it necessary to address the following letter to the Lord Provost, resigning his situation as rector:—

"EDINBURGH, 9th October 1845.

"MY LORD PROVOST,—It is well known to your Lordship, and other members of the Honourable Council, that for some months I have not enjoyed that measure of health and strength with which I have almost uninterruptedly been blessed during an incumbency of nearly forty years spent in the High School of

this city. I was encouraged to believe, and flattered myself with the hope, that the two months of respite from official duty during last vacation, with a change of scene and air, would recruit my diminished strength; and, in so far, my anticipations were not wholly disappointed. But the resumption of my labours in the High School has brought back all the most alarming symptoms of my illness; and the advice of my medical friends now is, that I should immediately resign my office, and henceforth pass my life, so long as it shall please God to spare it, in quiet retirement and entire freedom from excitement.

"In these circumstances, no course now remains for me but to surrender into the hands of your Lordship, and the other honourable patrons of the High School, the important office, in discharging whose duties the happiness of my life has so long, and I may truly say, almost exclusively, consisted.

"While I thus bid a sad and solemn farewell to the High School of Edinburgh, I cannot do so without acknowledging, with the deepest gratitude, the kindness and courtesy which I have uniformly experienced in my intercourse with the successive patrons of that great and noble institution. Nor ought I, on this occasion, to forget the generous countenance of the citizens of Edinburgh generally, who, amid the difficulties with which the High School has had to struggle, have still continued to regard with peculiar and partial favour that establishment of which their forefathers were justly proud, and which can claim as its pupils so many who have shed an unfading lustre on their native city.

"With my warmest and most earnest wishes for the continued and extended prosperity of the High School, I am, my Lord, your Lordship's most obedient humble servant,

"A. R. CARSON."

The patrons of the school gave expression to their sentiments on the occasion, and were fully alive to the loss which the seminary would sustain by the resignation of so valuable a public servant. No man in Edinburgh was more respected than Dr Carson. His scholarship, and high qualifications as a teacher, were universally acknow-

ledged; and one of his pupils has, in a way alike creditable to himself and his venerable preceptor, favoured us with copious reminiscences, which want of space alone reluctantly obliges us to keep back. The quiet, unostentatious, but effective manner in which he performed his professional duties, secured for him the spontaneous approbation of all parties.¹

Till this period Scotland had uniformly supplied all the *classical* masters of this school. Upon Dr Carson's retirement, however, the patrons, on the 16th December 1845, preferred to the vacant rectorship Dr Leonhard Schmitz, late of the University of Bonn, and eminently distinguished for his scholarship and literary writings; and who, in addition to qualifications of no common order, had attained a thorough knowledge of the English language. It was resolved that the installation of the new Head Master should be conducted with more than ordinary solemnity. Many of the parents and guardians of the boys, and other friends of the School were, by special invitation, present on that interesting occasion.

On the 3d of January 1846, the Lord Provost, Magistrates and Town-Council, assembled in the Hall of the High School in their robes, and attended by the usual insignia of office, for the purpose of formally inducting Dr Schmitz. The boys attending the school were present. The hall was crowded with an assemblage of ladies and gentlemen, and presented altogether an exceedingly imposing appearance.

Principal LEE having opened the proceedings with a most impressive and appropriate prayer,

Lord-Provost BLACK rose and said—I have now the honour and the pleasure of introducing the lately appointed rector of the High School, Dr SCHMITZ. That the magistrates and council take a deep interest in the educational institutions of the city, it

¹ See APPENDIX, pp. 69, *et seq.*

think that we have secured, in the election of Dr Schmitz, a worthy successor to Dr Adam, Professor Pillans, and Dr Carson. In him we shall have not only an experienced and efficient teacher, but one whose reputation as a classical scholar will bear comparison with that of the head of any seminary in the country. I confess to the vanity, but I hope not an unpardonable vanity, of wishing to be justified in pointing to our High School as an institution where not only the youths are instructed in the elements and more advanced branches of classical education, but as an institution from which proceed those streams of published lore which instruct and delight even the learned in the land and professors in the Universities.

Before I conclude, allow me to congratulate my young friends on the advantages which they will now enjoy, and to entreat them to improve their inestimable privileges. I have to bespeak your respect and regard for your individual masters, and for the rector as the head of the establishment. This will be a reward and encouragement to your teachers, and it will smooth the rugged path of hard study to yourselves. They can have no greater pleasure than to observe your steady and increasing progress in knowledge and in virtue; and while they labour to rear in this place an altar to science, and literature, and truth, each of you is invited to light his torch at its eternal fires, and to go forth into a benighted world to enlighten its darkness, to dissipate its gloom, and to shed joy and gladness wherever Providence may be pleased to cast your lot.

Dr BORD rose and said—My Lord Provost and Gentlemen of the Town-Council—Allow me, in the name of the masters and of the pupils of the High School, to express to you our entire satisfaction with the announcement you have now made, and to offer you our warmest acknowledgments for the anxiety, judgment, and impartiality with which you have discharged, on this occasion, the important duty that devolved on you as the patrons of our establishment. The exercise of high and responsible patronage is at no time a trivial or easy matter. And in the present instance the difficulty was increased an hundred-fold by the character and status of the distinguished individual whose place you were called to supply. To such a man, it was an arduous task to find a suitable successor. My Lord, Dr Schmitz, the object

of your choice, is known to every man amongst us who has the smallest pretensions to literature or to scholarship, as one of the most laborious and most useful writers of our time. We know, too, from the tenor of his writings, that in the performance of his duties he will ever keep steadily in view the great purposes of education,—the cultivation of the intellect and the amelioration of the heart. Entertaining these sentiments and hopes, we are prepared to give him a cordial welcome, and to assure him of our hearty co-operation in every effort he may make to maintain the discipline, to promote the welfare, and to elevate the character of the High School.

DR SCHMITZ said,—My Lord and Gentlemen, this day is for me one of the happiest of my life; for a distinction has been conferred upon me, to which, a few months ago, I should scarcely have ventured to aspire. The fact that you have conferred the honour upon me, is the highest and most gratifying testimony of your confidence that could have been given to me; and I consider it a great honour, not only to me personally, but to the country in which I was born and educated. I hope this appointment will be the means of strengthening and increasing that intellectual sympathy which has so long existed between this country and Germany. As for myself, it will ever be my most anxious care, in the office which I am about to undertake, to deserve and increase that confidence which you have so liberally placed in me. My own happiness and welfare are now so intimately connected with the prosperity of the High School, that it will be both my duty and my delight to devote to it all my energy, and all the power I may possess. I am not, however, insensible to the great difficulties of my new position, as the successor of such eminent men as Dr Adam, Professor Pillans, and Dr Carson,—the two last of whom still continue to be bright ornaments of the city of Edinburgh. I have the happiness and honour of being acquainted with both, and both have been kind enough to assist me with their advice, and initiate me into the ordinary business of the school; and it will be my object, in all essential points, to walk in the footsteps of those worthy and learned men, and to be guided by their experience. But as the exertions of the rector are limited to his own class, and as the state of that class mainly depends upon the success of those masters to whom the care of

the other classes is confided, it is obvious that the rector, whatever may be his talent and skill as a teacher, can exercise but a limited influence upon the whole establishment; and its prosperity, therefore, depends more upon the combined efforts and skill of all the masters, than on those of any one in particular. It is, therefore, to my learned colleagues that I must look for the necessary support and assistance, in order to be able to carry out fully and efficiently the system of instruction which has spread the fame of the High School over all parts of Europe. From what has already been said this day by your Lordship and my learned colleague, and from the generous letter of Mr Gunn,¹ which was published some time ago, I feel assured that all my colleagues will heartily co-operate with me, and will unite their endeavours to mine to promote the interests of the School. I hope I shall not be found wanting in the cultivation of that cordial harmony, which is so essential in all cases in which a number of persons are working together for the same purposes, and with the same objects in view, but in none more than in the management of an educational establishment. Let us therefore join all our powers, my learned colleagues, faithfully and honestly to discharge the duties of our noble office—I say our noble office—for I scarcely know of any nobler or more elevating occupation, than to labour for the improvement of the minds of the young, and to make the rising generation wiser and happier than the past and the present. The attainment of this end, which we must steadily keep in view, no human exertions can ensure, and we must look to a kind Providence to bless our labours and make them fruitful.

I have now to add a few words to you, my young friends, to whose moral and intellectual improvement my life will henceforth be devoted. The relation between master and pupil is one that ought to be based upon affection and esteem. Such feelings, however, can only result from actual intercourse; and I, who am yet a stranger to you, have no claims to them; but I hope both to win and to inspire those feelings, though I am fully aware that it will not be an easy matter for me, as I am suc-

¹ Mr Gunn was a candidate for the Rectorship, but withdrew in favour of Dr Schmitz.

ceeding to a man who, according to the unanimous testimony of all who have been so fortunate as to enjoy his instruction, was not only a most able and faithful teacher, but a real friend and almost a father to his pupils. All that I desire for the first is, that you may feel confidence in me, and that you may be assured that all my actions toward you proceed from my sincere desire to benefit you both morally and intellectually.

Dr Schmitz, ever since his admission, by unremitting exertions in the class, and by his learned publications,¹ continues to raise his own character and that of the seminary over which he so worthily presides. He visits, in rotation, the classes of the other masters once a week, at an hour when he is not required to meet his own pupils. Dr Carson's practice, at the monthly examinations of the four classes, was as follows :—When he went into the particular class, the master of that class repaired to the fifth class. On entering, the rector put the question to the dux, what had been *read* since he had last paid the class a visit? He then selected a passage read by them within that period as the subject of examination. The object of the questions put upon the passage translated, was to ascertain generally the progress of the class in grammatical, historical, or geographical knowledge, so far as this could be discovered in the course of a brief and cursory investigation. Dr Schmitz adopts a different plan, in order that he may have the advantage of witnessing the mode of tuition of his colleagues, and likewise of watching the progress of all the scholars attending the High School.

On the 15th of February 1848, the patrons resolved, that none of the classical masters should accept of any si-

¹ Dr Schmitz, since the list of the works subjoined to the *Memoir* was printed (APPENDIX, pp. 78-82), has prepared a *Grammar of the Latin Language*, which has been published in connexion with Chambers's Educational Course.

tutation whilst he meant to retain his office in this seminary. In the month of August in the same year, the High School sustained a heavy loss, in consequence of the sudden death of Mr William W. Carmichael. He was an excellent man, and a very successful teacher.¹ His accomplished nephew, Mr John Carmichael, was chosen to succeed him in September following.

In addition to the instructions in elementary science given by the classical masters, the town-council agreed, in January 1849, that instruction and lectures on Natural History and Chemistry should be introduced into the High School curriculum. Two gentlemen of approved reputation as instructors in science, have been chosen. Mr William Rhind has been selected to give lectures on Natural History, and Dr John Murray on Chemistry. To each branch is allotted a term of eleven lessons, to be given on the Saturdays, between 11 and 12,—attendance being optional. Mr Rhind commenced his first series of lectures to the junior boys on the 3d of March, and is receiving every encouragement. Dr Murray's lectures to the senior pupils commence on the 19th of May ensuing. A taste for these important branches will be infused; and, above all, the patrons will be able to judge, from the present trial, whether it is practicable or advisable to extend the plan in future sessions.

A museum of natural history is about to be formed: and from old High School scholars and others, contributions will be peculiarly acceptable. And in reference to contributions, it occurs to us further, that the library might be considerably augmented, were former pupils who are authors to present a copy of their works, as a grateful memorial of their early connection with this school.

It is a subject of regret, that a seminary which has

¹ See APP. p. 111.

flourished for centuries, actually does not at this moment possess more than three portraits of those distinguished men who have laboured within its walls. We sincerely hope, that additions will soon be made to the admirable portraits of Dr Adam, Professor Pillans, and Dr Carson, the only memorials of the kind which now adorn the great hall of the High School. Gifts of original portraits or busts of eminent teachers and of celebrated pupils, will, we are sure, be duly prized.

The excellent seminary, whose various fortunes we have now endeavoured to delineate, has long proved an unspeakable blessing to the community. We have seen that the sons of the wealthiest among the aristocracy and of the humbler citizens have ever found ready admission to its forms; and, unconscious of any superiority save that which talents and assiduity can confer, have appeared side by side striving to emulate each other. We have shown that the discipline is admirable, based upon a principle of mingled firmness and gentleness: Not a few individuals occupying important stations in society, have been indebted to this school for much of the knowledge which they possess. Its pupils of all professions are scattered over the globe. It were easy, pleasant, and useful, did our limits permit, to enlarge on the merits of the departed who signalized themselves in public life; nor would it be less agreeable to speak of the eminent qualities which characterize many of the living. To the city of Edinburgh this ancient and illustrious seminary of classical learning is, in every respect, a distinguished ornament. Our earnest prayer is, that to latest ages, by a succession of able, conscientious, and effective teachers like the present, it may receive from all classes that patronage which it so pre-eminently merits.

ESTABLISHMENT
OF
THE HIGH SCHOOL OF EDINBURGH,

MARCH 1848.

Patrons.

THE LORD PROVOST, MAGISTRATES, AND TOWN COUNCIL.

Rector.

LEONHARD SCHMITZ, PH. D., F.R.S.E.

Masters.

JAMES BOYD, LL.D., F.S.A., SCOT.—FOURTH CLASS.

WILLIAM M. GUNN, F.S.A., SCOT.—THIRD CLASS.

JOHN MACMILLAN, M.A., F.S.A., SCOT.—FIRST CLASS.

JOHN CARMICHAEL.—SECOND CLASS.

French.—VICTOR DE FIVAS.

German.—CARL EDUARD AUE, PH. D.

Writing and Book-Keeping.—WILLIAM COOPER.

Arithmetic and Mathematics.—WILLIAM MOFFAT.

Lecturer on Natural History.—WILLIAM RHIND, M.R.C.S.

Lecturer on Chemistry.—JOHN MURRAY, M.D., F.R.C.S.E.

Fencing and Gymnastics. } GEORGE ROLAND.
 } GEORGE ROLAND, JUN.

Janitor.—DONALD SINCLAIR.

SYSTEM OF EDUCATION
PURSUED
IN THE JUNIOR CLASSES OF THE HIGH SCHOOL
OF EDINBURGH.

(FURNISHED BY MR GUNN, ONE OF THE MASTERS.)

It is difficult, perhaps impossible, to give a full and perfect account of a comprehensive system of education, such as that pursued in the High School. So much depends on the life imparted by the Master, and there is necessarily and properly so great a variety in the details of the different classes, that he only who personally witnesses them, can understand the entire working of the machinery in its several parts. But, in the following sketch, an attempt is made to picture to a stranger an outline at least of the inner fabric of this ancient school.

We may begin with a boy commencing his First year of classical study. It is to be noticed at the outset, that though, as will be shown, it would be difficult to give more attention than is here done to the other pursuits that ought to occupy the mind of a boy, the High School is essentially a Classical Seminary. In accordance with this principle, every pupil must attend the Classics, and along with them those instructions in English and Science, which we shall hereafter particularize,—an opportunity, at the same time, being given him of advancing in religious knowledge. For several reasons, which we are not called to specify here, attendance on the other classes is left to the discretion of the parents and guardians of the pupils. This discretion, as may be supposed, is very variously exercised, from different causes. A boy may be enrolled at any time of his studies or of the year, the Rector examining him and

pronouncing him fit to join one or other of the classes. But it is obviously expedient to adopt some illustrative examples, and conduct their subjects through the various stages, till they leave the school, having there acquired so much knowledge and training as it is fitted or designed to impart.

A parent, then, has a boy who is able to read an ordinary English book with tolerable facility, and, as in most actual cases, has acquired an acquaintance with the elements of English grammar, and such other branches as are generally taught in our English schools. He may be eight years old, or he may be twelve, but we may assume the average as ten. Some time before the beginning of October, the days having been previously announced in the newspapers, the father takes by the hand the boy—trembling with diffidence and pride to take this his first step in advance—and they wend their way to the Matriculation room of the High School. Here one of the Masters or a deputy—generally an old dux—is busy distributing Matriculation tickets to the eager throng. The name and place of birth are registered, for a future historian of the High School to identify with this neophyte, it may be, a proud name in science, or literature, or art, or public usefulness, and the entrant receives his passport to this new region of learning. On the first of October, at nine o'clock in the morning, the bell, which has been silent for two long months, again awakens the echoes of the Calton Hill, and each Master repairs to his class-room, to enrol in his list, with all the accompaniments of age, and place of residence, and of previous instruction, those who are consigned to his particular care, and who continue with him during the whole preparatory *curriculum* of four years, till they enter the Rector's class. The First Class boy presents, as do the others, his matriculation ticket, is enrolled a High School boy, and takes, for the first time, his seat on those forms which have borne the persons of many now active and useful men, and

many more gone to their account. But he must have more than a mere Classical and English Education. He will require, in this busy trafficking world of ours, to know something of accounts, and he has exercises to write in the school, and letters, perhaps books to write, when he is older, and so he walks away to the Arithmetical Master to be enrolled for Arithmetic, and with the Writing Master he is entered for Writing.

The papers, elsewhere inserted,¹ sufficiently indicate the books with which he is to provide himself, and the hours during which he is required to attend the various branches of study. We confine ourselves here to the general facts, and not the minute details.

Each returning morning he is to be seen with his books strapped round his breast, with shining morning face, not "creeping like snail unwillingly to school," but smiling as well as shining. He has joined a knot of his friends, some of his own and some of other classes. They are discussing their sports, the merits of their teachers, the place gained yesterday, the lessons and hopes of the day; and now they enter the iron gate that opens to them the temple of knowledge. They sport on the spacious playground, with that happy zest which youth only knows, and which we all delight to see and encourage, when lo! with sturdy arm, the Janitor rings the note of business, and the groups throng to their various quarters. The solemn prayer—the blessed Word of God, who alone teacheth savingly and to profit—and then to the secular work of the day. Our entrant—let us, in the mean time, cling to him—has his Rudiments to say, which he is required, as he is with regard to all his other lessons, to prepare before coming to school. Then there is a lesson in Geography; or Roman History is examined on; or he reads aloud a portion of English prose or verse; or he is called on to write some choice piece of poetry;

¹ See pp. 302-304.

or he parses and analyses an English sentence ; or he spells orally or to dictation. Once a-week, in addition to the ordinary daily reading and brief explanation of the Scriptures, he goes more formally through a portion of Old or New Testament biography, with the occasional addition of a paraphrase or psalm repeated. And also, once a-week, he enters on the acquirement of such a degree of knowledge of the nomenclature, and the facts of elementary science, as shall, carried through a course of six years, fit him to grapple with the abstruser parts and more recondite distinctions of advanced science, whether in a university or in practical life. All this takes up, in various proportions, four hours of each working day, except Saturday, on which he is sent from his occupations after only two hours' work. Giving a general view of the system, it is difficult to fix the precise hours at which each department is taken up. But the following statement furnishes an approximation to the general result under the Classical Master :—

Total hours of attendance during the week,	22
Classics,	12
	— 12
Non Classical.—English, as above explained,	6
„ Religious Instruction,	$2\frac{1}{2}$
„ Elementary Science,	$1\frac{1}{2}$
	— 10
	— 22 ¹

¹ Or, anticipating the statement of the time bestowed on Writing and Arithmetic, it may be thus stated,—

Total hours of attendance during the week,	32
Classics,	12
	— 12
Non Classical.—English	10
Writing,	5
Arithmetic,	5
	— 20
	— 32

Each boy is encouraged to perform his duty by all the means within the reach of the Teacher. An active and a stirring competition is constantly going on both as to preparation at home, and quickness, ingenuity, thoughtfulness, and attention in school. The same system pervades the English as the purely Classical department, and no boy can hold a high rank in his class, who does not attend to his English as well as his Classical studies. Punctuality of attendance is enjoined, and, so far as is possible, enforced. Variety and change of employment prevent wearisomeness. Private admonition is employed first of all to rouse the slothful; and those who fall behind, are brought up by extra instruction till they can march abreast of their school-fellows.

The forenoon is spent, and it is now nearly eleven. In order to the door march steadily the various ranks, all honour paid to the worthier. The door reached, the sacred privileges of the playground warrant the leap, the run, the shout, the game. Take speedily, my friend, your hasty refresher, the roll or the biscuit,—enter rapidly into the game, for you must leave it soon. And now there you are seated again. You are with the writing-master, who is taking pains to bestow on you the theory and practice of distinct (it is your own fault if not elegant) penmanship.

Again, at twelve, a brief interval, and then the two afternoon hours till two, with the Classical Master, carrying on the work already specified.

At two, after a run and shout, begins the Arithmetic. Different stages of advancement have been attained by some, and some are beginners. So our youth must take his place with his arithmetical compeers. All are formed into classes. The various powers of the numerals are explained and developed on the black board; illustrative examples are given, and oral and written answers required from the pupil. The theory of the rules is carefully gone

- over, and a similar application is made. The slate is in constant requisition. According to combined accuracy and rapidity on the whole of the examples given out during the hour, places are assigned at the end. And exercises are prescribed on stated days, which must be solved at home, and the operation fairly written out is brought to the class, and examined by the Master.

The day's work is done, and homeward hies the youth, to report progress, to refresh himself with the needful food and play, and prepare for the work of the morrow. But his recreation need not be all bodily play. To say nothing of his own resources, the High School library furnishes him with books, carefully selected by the Masters, where-with he may travel, or commune with the great or good, or be stimulated to what is excellent and lofty by the deeds of the men of a former time; or have his taste, his fancy, and his imagination formed and directed by the spirits that God hath endowed with the feeling and the power of expression, which, when combined in due degree, man honours with the name of genius.

So pass six months of the year. But spring has come, and the lengthening day enjoys a longer morning as well as afternoon. And so it is deemed fit that our youth may, if he so choose, take his arithmetic from eight to nine, or from three to four, and thus from two to three is given, for four months of the year, to the Classical Master. Thus he adds about four hours each week to the study of the Classics. Our friend has by this time advanced so far through the Rudiments—revising, and his ground constantly made sure by every species of exercise, employing the memory, the judgment, the ingenuity, quickness, accuracy, inventiveness—that he has ventured on the translation of some easy Latin book. And the additional hour comes in to give increased time for careful analysis, gradually becoming more minute as his knowledge in-

creases. The general structure of the sentence—the peculiar power and property of the Latin terminations—the affinity of the vocables with English derivatives—varieties of expression, training in the application of the grammar—all these occupy attention, and exercise the mind. And still further, to lay a firm basis, the “Grammatical Exercises” are sometimes employed to furnish both teacher and pupil with examples, and regularly to drill, especially in that thorough use of the verb, without which all teaching of language is vain.

The pupils have also begun the practice of English Composition, and this requires some time. Short narratives told by the Master, on which the boys are examined, to ascertain that they are in possession of the facts, are written out at home, brought to school, and places are awarded on a comparative estimate of their accuracy and neatness of composition and spelling, and the carefulness of their penmanship.

A few months before the close of the year—the precise time varying according to the judgment of the teacher—the places held by each boy at the close of the day are carefully marked. According to the average place derived from this, our hero is finally ranked a few days before the end of July. Has he been industrious, and attentive; and is he of tolerable parts? He will then probably have a prize, as these incentives to excellence are given in the proportion of one to every four on the roll. It has before been stated, that the places are taken according to a joint estimate of the whole studies carried on through the day. But still further to lead to excellence in the more general branches, in addition to the ordinary prizes, which are the rewards of exertion on the whole curriculum—as the Classics there preponderate, special prizes are given on subjects connected with the non-classical work,—as in Reading and Recitation, Geography, Scripture know-

ledge, or such other subjects as each Master, in the exercise of his own judgment, may think proper.

The year is now about to be wound up. The places are all finally arranged, the special prizes awarded, and all thoughts are fixed on two most interesting days, the closing days of the year. On the first of them, after two hours' preliminary work by the Classical Master, our youth, smiling and excited, takes his parents to the Great Hall—and there, in due order, are the specimens of his writing, which show the very best that he can do. This is duly commented on—he is praised or blamed, and his success is compared with that of others. Then he is summoned to a class-room, where the Arithmetical Master, with the board all shining black, is waiting. A few theoretical questions are asked. Then examples are given by the examiners. Thick and fast fly the strokes of the pencil—slate rapidly crosses slate—there are there quick eyes, and rapid thoughts, and swift manipulations—and the time is over, before we had well known it had begun. There are there the honourable the Patrons, the Professors, the Clergy, and others interested in the welfare of the youth of Scotland's metropolis. At this stage of his studies, our young friend is not interested directly in the French or German Classes, the examination of which goes on at an after period of this first day. But we may enter without him and hear the translations, the dialogues, and the recitations, which delight the ears of the admiring auditors.

Still greater, however, is the excitement and the crowd on the morrow. Then the Classical Masters and the pupils are to show to the satisfaction, not of parents only, but of the examiners, who for hours investigate in the presence of the public the acquirements which have been made, that the year's work has not been in vain. And, when this searching work is over, our friend, with the others, marches in due order into the Great Hall. Before his entrance with

his fellows, the benches are crowded with fond and anxious friends. As each fresh class appears, there is a buzz and a recognition. Only the inner space is at last unoccupied. A door is thrown open. Then enter sword and mace, and magistracy in its robes, and attendant examiners, who take their places round yonder table covered with books, the gifts of the Corporation, and glittering with medals, silver and gold. Prize exercises are read—the Lord Provost, the representative of the interests of the City, expresses in language, often at once fit, graceful, and gratifying, the love that the Corporation bears this, one of its most cherished institutions, and the prizes gladden some and stimulate others. Then the holidays are announced. During August and September our youth may roam over mountain and moor, and he comes back to hear again, on the 1st of October, the booming bell, that tells him to return to that labour, which he feels, though he may not be able or perhaps willing to express his thoughts, constitutes after all the chief part of his enjoyment.

We need not carry this out minutely during the two years immediately subsequent. The hours are the same, and, *mutatis mutandis*, so are the subjects, with the necessary change of the books appropriated to each year. Of course, additional lines are added to what has been gone over, impressions are deepened, the quantity of work is increased, and increasingly difficult, as well as more numerous, exercises are enjoined. Thus, in the classical department, the Latin rules of gender and prosody are acquired and applied—translations and abstracts of portions of the Latin works read (this, perhaps, should belong more properly to English Composition), are regularly prescribed, along with Exercises in Latin, and the minute completion of the Grammatical Exercises. Again, in English Composition, the Exercises become more various, embracing topographical

descriptions, voyages, specimens of the various kinds of epistolary correspondence, and such other topics as suggest themselves, from their utility and adaptation to the purposes of education. The Geography becomes more minute. The History passes from Rome to Greece. The study of the Scriptures is varied with the study of the Evidences of the Christian Religion, and the Elementary Science becomes more specific. Higher excellence and elegance are aimed at in reading and recitation. Above all, one point begins to be more distinct in the second year—that of difference either in the power or the actuality of intellectual attainment. A Master is of course bound, in the work which he requires of all, to have regard to the general average powers of his class. Now, it is clear that, having this in view, the more active, or the better-gifted intellects, will have, after their ordinary work is finished, enough and to spare of time. Here we commence the encouragement of voluntary effort, which may expend itself in various ways,—in the practice of composition, in the drawing of maps, in general drawing, in additional translation—in short, in any exercise which may both profitably employ our pupils, and enable us to discover the bent of their minds, and for what they are peculiarly fitted. And once more, our friend is expected and required to write in a better style (the Classical Master aiding the Master of Writing in rejecting carelessly or ill-written exercises); he is initiated in the mysteries of pen-making, and his attention is turned to the rules that regulate Calligraphy. In Arithmetic he is similarly advancing, and his Exercises to be done at home are both more numerous and more difficult. Attention is paid to Mental Arithmetic, and, in general, to the prospect which the boys may have of applying their arithmetical practice in the various walks of life.

There is one important addition in the Third year, which requires special notice—it is the study of Greek, which is

then begun. By this time, two results, it is expected, have been arrived at. The pupil has now enough of an English training to enable him to dispense with two hours a-week—especially as his more numerous Exercises in Composition may be deemed to be more than equivalent to this time. And, during the previous two years, he has been so trained in the Latin, that he can spare from it two hours more for the first six months. So that we have this re-adjustment of time, under the Classical Master, for the Third year :—

Total hours of attendance during each week,	. 22
Classics,—Latin,	10
Greek,	4
	— 14
Non-Classical.—English,	4
„ Religious Instruction,	2½
„ Elementary Science, .	1½
	— 8
	— 22

The same addition of nearly an hour daily in the last four months of the Third year, as it has been stated, occurs in the First (and as also takes place in the Second), gives us eleven hours weekly for the Latin, and seven hours weekly for the Greek. In the latter language, it is expected that by the end of the Third year the outlines of the rudiments have been gone over with thorough accuracy, and that some progress has been made in translation.

In sketching the work of the Fourth year, we may now drop our early friend, and be introduced to a youth who has acquired his education thus far at some other school, provincial or metropolitan. We shall enter the yards, with his father and him, on the 1st of October. He is duly matriculated, and they seek the Rector. “How long has he studied Greek and Latin? Who was his teacher? What books has he read? What can he do, and what does he know?”

Let me hear him read a little. Ah! well, that will do—he is fit to enter the Fourth class.” The Master of the Fourth class enters his name. His heart sinks at the sight of so many strangers. He is, however, introduced to some one of the most courteous of the class, whose business it is to show him the lions, and make him free of the yards. There is no fear of him. Come back in a few weeks, and you will not be able to distinguish him from the indigenous race. It may be, that in some of the minutiae of the elementary details, he has not gone over the same groundwork; perhaps he has not had the same text-book as the class; but a little extra work soon puts that all to rights, and he is battling his way to knowledge and distinction like the rest. In his Greek, he prosecutes more minutely what he has already commenced, the study of the elementary portion of the language, and, well drilled in the simple and elegant narrative of Xenophon, he is gradually acquiring a taste for, and a knowledge of, the structure, the peculiarities, and beauties of the most flexible and expressive language in which man ever attempted to clothe human thought. In Latin, he not only rises to more difficult authors, but he systematically adds Antiquities, and more of Ancient Geography. His syntactical exercises increase in difficulty and variety. Above all, he commences the practice of Latin verse composition. No doubt his first attempts are feeble enough. So must those have been of the best—the *Tentamina Metrica* of George Buchanan himself, might furnish abundant materials for the critic’s sneer. But he is persevering; his Master encourages him; and he manfully piles up *longs* on *shorts*, and *shorts* on *longs*, till a neat little temple to the Muses—a very toy, but still of promising construction—rises, to his own great astonishment and delight. Then he reads and recites a little of English—Greece unfolds her history—he tries English verse—draws a few maps—

and has weekly exercises in English composition, of a more ambitious and elaborate nature than those attempted in the Third Class. Nor is his Bible neglected. He is delighted to have explained to him those usages, physical features, and other peculiarities of the East and of Eastern life, which enable him intelligently to peruse the Word of Life. And, guided by his Master, he follows Porteus's Evidences of the Truth of Christianity, the allusions being explained, the arguments expanded, cleared up, and illustrated, thus learning, as we all should, "to give a reason for the hope that is in him."

But all this requires extra time; and the youths of the Fourth Class are of a more stalwart frame than they of the First. Thus they have allotted to them about four hours more each week, their hours now being from nine to twelve, and one to three, with a short interval for necessary recreation. This period is generally thus occupied:—

Total hours of attendance during the week,	26
Classical.—Latin,	12
„ Greek,	7
	— 19
Non-Classical.—English, . . .	3
„ Religious Instruction,	2½
„ Elementary Science,	1½
	— 7
	— 26

What other studies is he to pursue? If he writes ill, he must have Writing along with his Arithmetic, and that will suffice; for seven hours daily at school is enough for most boys. Or, he is to assist his father in business in a few years, and he must go through a course of Book-keeping. Many of our youths do this, and complete the course of Single and Double Entry. But perhaps he writes distinctly; he does not care for Book-keeping, and the French may be useful to him. Well, let him take the Arithmetic

and the French. He is now able to look forward in the former to pass through a complete system, as many of our youths do. Nay, we may anticipate, and in imagination see him, in the Rector's Class. And from the various departments of Arithmetic shall he then pass through Fractions, both Vulgar and Decimal, Exchange, Brokerage, even up to Algebra; and before he leaves our precincts, he may, as many have done, advance in the last as far as Quadratic Equations; and in Geometry, through the Six Books of Euclid, with Plane Trigonometry and its various applications, and even through an elementary course of Conic Sections. And all this while he shall be carried on by a love of knowledge, by the craving of the mind after further views of the true and demonstrable, and by keen and honourable competition. In French, through grammar, and translation, and conversations, he is gradually led till his Master will be ashamed of him, if he cannot translate at sight, and make his way through France, with no other difficulty than the diffidence natural to ingenuous youth, especially in a foreign land. But perhaps, after all, it is the German—that key to all that is full and searching, as well as profound in thought and philology—that he aspires to know. He will acquire the rudiments of that language on Becker's system, the most thorough and philosophical of all, and by translations, exercises from English into German, from German into English, as well as by original compositions in German and conversation, he will be put fairly in the way of becoming a thorough German scholar. It is gratifying to know that the German Master is of opinion, that not only do the boys among us make most satisfactory progress, but that their pronunciation is pure and correct.

Of course, all this is unattainable in one year. But a parent can so spread it over the period of the curriculum, that it shall be all attained. Perhaps French with Arith-

metic during the Fourth year ;¹ French and German on alternate days, along with Elementary Geometry and Algebra, during the first year of the Rector's course ; and German and advanced Geometry and Algebra during the Second year, might be recommended as a desirable arrangement.

¹ Then we should have as the whole time :—

Total hours of attendance during the week,	.	.	36
Classics as before,	.	.	19
Non-Classics.—Under the Classical Master,	.	7	
Writing, or French or German,	.	5	
Arithmetic,	.	5	
	—	17	
		—	36

It may be well here to present, at the close of the Fourth year, a *vidimus* of each year's work with reference to time.

Taking into account about eight weeks' holidays at the end of each Session, the ten days of the Sacramental Holidays, the four Quarterly days, a week at Christmas, and a few occasional days during the year, there are left about forty working weeks. This gives,

For the first Two Years.

Classics—23 weeks at 12 hours each,	.	.	276
" 17 " 16 " "	.	.	272
		—	548
Non-Classics—English, and other branches, as before stated, under the Classical Master—40 weeks at 10 hours each,	.	.	400
Writing and Arithmetic—40 weeks at 10 hours each,	.	.	400
		—	800
Total hours a-year,	.	.	1348

For the Third Year.

Classics—Latin.—23 weeks at 10 hours each,	.	230	
" " 17 " 11 " "	.	187	
	—		417
" Greek.—23 " 4 " "	.	92	
" " 17 " 7 " "	.	119	
	—		211
		—	628

It deserves to be noticed, that all this time the voluntary work already referred to is going on among the boys. And the Library is all the while opening its stores to them. And Science is still further revealing its wonders before them. Nor is their physical education neglected. Not only is there spacious room in the yards with abundant opportunities for exercise, but the classes for Gymnastics and Fencing furnish facilities for acquiring pliancy of limb and elegance of movement. Due provision is made, also, for the needful supply of food. The Janitor keeps a store of wholesome nourishment, with which he supplies the applicants, rendered hungry by exercise and study.

And, here, it may be proper to say something of the modes of discipline. As far as regards in-door discipline, there being constant employment, every one having something to do, and a motive for doing it, there is little need for correction of any kind, so far as general behaviour is concerned. The main difficulty is that which is connected with preparation at home. It is very puzzling sometimes to discover whether a deficiency in the lessons arises from the pupil's fault or his misfortune. When the idleness is indu-

Non-Classics—Under the Classical Master.—40		
weeks at 8 hours each.	320	
Writing and Arithmetic.—40 weeks at 10 hours		
each,	400	
		720
		<hr/>
Total hours in the Third Year,		1348
For the Fourth Year.		
Classics—Latin.—40 weeks at 12 hours each, . .	480	
" Greek.— " 7 " 	280	
		760
		<hr/>
Non-Classics—Under the Classical Master.—40		
weeks, at 7 hours each,	280	
French— 5 "	200	
Arithmetic— 5 "	200	
		680
		<hr/>
Total hours in the Fourth Year,		1440

bitable, gentle means are employed at first—the work is brought up at extra hours, or as, from the intimate blending of classes, that is sometimes impossible, it is made up at home by extra work in the shape of writing. Corporal punishment is not formally excluded from the school, but it is rarely employed. To banish it entirely would be to mistake the objects and means of discipline—the abuse of it is abhorrent from our system, and there are few temptations to it: for, in truth, even our out-door offences are neither numerous nor heinous. The Laws,¹ a copy of which is subjoined, are annually read over in the Hall to the assembled classes, and enforced and commented on by the Rector and Masters; each boy is furnished with a copy, while the constant, unobtrusive, inculcation of a kind and gentle spirit, acts beneficially in suppressing coarseness and brutality. Experience has so taught the boys, that while there is the freest scope for innocent enjoyment, there is a limit beyond which they shall not be allowed to pass, that we have few complaints and fewer punishments.

But our friend of the Fourth Class is waiting all this time. We shall now dismiss him, and hand him over to the Rector. Before this class leaves us, however, it may be asked of us, in what state of preparation do you send forth these youths?

It is easy for men to deceive themselves as to the results of that, to which their lives are devoted, and the world is apt to be dazzled with the showy details of a system, which actually is barren and unprofitable; just as many a fabric looks most imposing in the *studio* of the architect, which, when reared, is found to be both tasteless and inconvenient. It is for others to judge and tell of the results. But we may be permitted to mention what is our aim. It is to train thoroughly in the Classics, so far as our course goes; to

¹ See pp. 297-301.

ground completely in the elements of both Latin and Greek; to employ them, besides, as an instrument to develop thought, speech, taste, and imagination; to show constantly their intimate connection with the orthography, the structure, and literature of our own country; to inculcate, through their means, the general principles of grammar, as applicable to all tongues, and especially to our own; in the study of the English language to keep up and extend their knowledge, in reading, analyzing, composing, and thoroughly understanding; to show how chronology and geography illustrate and are illustrated by history; to give the boy a taste for physical science, as well as prepare the way for its extended pursuit; and to hallow all this with instructions in that Word which sanctifies the soul. And during this process, our youths are acquiring other departments of knowledge. They are fitting themselves for the practical pursuits of life. In writing, arithmetic, and the modern languages, they are profitably varying their employments. Their bodies are acquiring pliancy, and strength, and health. We have constantly in view the disciplining of their faculties, so that they may, of themselves, continue the process which we have begun; our design is to lay a firm and extended foundation, on which may be reared the fresh materials, furnished to them by the industrious exercise of their own talents. To attain all this is our aim. That we sometimes fail in completely realizing our hopes, must be confessed; but an approach to success in an object so important, would be, even in the midst of partial failure, a mighty consolation and support.

HIGH SCHOOL, EDINBURGH, *September 1848.*

SYSTEM OF EDUCATION
PURSUED
IN THE RECTOR'S CLASS.

(FURNISHED BY DR SCHMITZ.)

THE Rector's Class, it must be borne in mind, consists of two divisions, forming the fifth and sixth, or the two highest forms or classes of the establishment. These two classes are indeed combined in Latin, History, Geography, Science, and English Composition, but in Greek they are kept distinct; and while one division is engaged in the class, the other is at liberty either to go home, or to attend the Writing, Mathematical, French, German, or any other class, which may be going on at the time.

The business of the class is opened daily with a short prayer, and the subjects of instruction vary every hour, so that every day, five different subjects are taken up.

The instruction in Latin, in which the more difficult and critical questions are addressed to the senior, and the less difficult to the junior boys, consists in reading the higher Latin authors, such as Cicero, Livy, Tacitus, Horace, Virgil, &c., in writing Latin translations, the English of which is dictated to the boys, and the Latin is written without the help of either Dictionary or Grammar; in extempore translation of some English author into Latin; and occasionally in writing original Latin Essays, both in prose and verse. In reading the Latin authors every opportunity is taken to explain to the pupils any historical, antiquarian, or geographical subject which may be thought necessary to make them thoroughly understand the passage under consideration.

One hour every week is devoted to a minute study of

the Syntax of the Latin language, and a second hour to the correction of the Latin versions, where every boy may ask for an explanation of the errors marked in his exercise, and defend what he may consider right in opposition to the monitor's¹ remarks. In Greek the senior and junior classes combined read, every Monday morning from eight to nine o'clock, about twelve verses of the New Testament in Greek, which are explained in a strictly philological way, without entering into any doctrinal questions. In all other respects the two classes have their instructions in Greek separate. The senior class read the highest Greek authors, such as Herodotus, Thucydides, Plato, Demosthenes, Plutarch, Isocrates, Homer, Æschylus, Sophocles, Euripides, &c. ; and as the reading of these authors, which is conducted in the same way as that of Latin authors, is limited to five hours every week, the pupils are encouraged to pursue besides a course of private reading, both in Latin and Greek, which is pointed out and regulated by the Rector. The junior boys usually read in the class Xenophon's *Anabasis*, the *Memorabilia* of Socrates, or the *Cyropaedia* ; but it is hoped that, in future, it may become practicable also to read the *Odyssey*, with the boys of this class. On Friday morning, from ten to eleven o'clock, both classes write Greek exercises, the junior translating into Greek the sentences in Dr Carson's *Greek Exercises*, and the senior any historical pieces of which the English is dictated to them. Both kinds of exercises are corrected and gone over in the class, after they have passed through the hands of the monitors, to prevent any mistake escaping the Rector's notice. One hour is devoted every week to the study

¹ The first six boys of the class act as monitors ; their exercises are corrected by the Rector himself, and they then mark the mistakes in the exercises of the other boys. The first six boys are not the same every week, every boy becoming monitor according to the merits of his exercises.

of the Greek Grammar, especially the Syntax. As the Saturday is half a holiday, the most diligent boys form a voluntary class, for translating some Greek author into Latin, and commenting upon it in Latin, for the purpose of practising the speaking of Latin. The senior boys occasionally write translations of English or Latin authors into Greek prose or verse. Instruction in Greek and Latin prosody is connected with the reading of the Greek and Latin poets.

For History and Geography two hours are set apart every week, and the course varies every year, one subject only being taken up in each Session. One year, for example, ancient history is studied in such a manner, as to embrace, at the same time, a critical examination of the sources of history, of geography; antiquities, the religion, the social relations, &c., of the ancients; another year the history of the middle ages, or of modern times, is treated of in the same manner; and sometimes geography and ethnology are made the more prominent subjects of study. No opportunity is lost in all these departments to guide and direct the moral feelings of the boys, and to illustrate the events of the past by comparing them with things familiar to the boys, whereby at once they become impressed with the practical value of their studies.

The Elements of Science were last year introduced as a regular branch of instruction in all the classes, and the pupils in the Rector's Class are in future to receive instruction in the Elements of Astronomy. Only a commencement could be made, as the books to be used were not determined upon till some time after the beginning of the Session.

There is one point which, perhaps, deserves to be set forth prominently. As boys have not always the same talent for all the subjects taught, and sometimes even no great talent for any one of them, they are exhorted every

week to write an essay in English prose or verse, on any subject they please. By this means it becomes evident to the teacher for what specific branch the pupil has a special liking, and in which he is likely to succeed best; and thus the teacher is enabled to cultivate that particular department for which a boy has a greater talent, and the boy may freely develop it. The reward for such an exercise is a holiday on the Saturday, on which day no other work is done except a revisal of some portion of the week's lesson with such boys as are unable to keep pace with their class-fellows.

Arithmetic, Mathematics, French, German, Writing, the Saturday class of Science, and Gymnastics, are optional, as in the other classes, and the pupil may take any or all of them, as his parents or guardians may think proper.

In order to give our readers some idea of the work done on any given day, let us take a Thursday of the last Session. The first hour, from nine to ten o'clock, is devoted to geography and ethnology, the Rector partly examining on the previous lesson, and partly giving instruction on some new subject. The second hour, from ten to eleven o'clock, is occupied by reading, translating, and expounding some ode of Horace. The junior boys then withdraw, and the seniors go through one or two chapters of the first book of Thucydides, from eleven to twelve o'clock. From twelve to one o'clock, the boys may attend any of the voluntary classes; but at one o'clock, both the senior and junior boys re-assemble and read a chapter in Livy, after which, from two to three o'clock, the senior boys withdraw, and the juniors read four or five paragraphs from Xenophon's *Memorabilia* of Socrates. At three o'clock the business in the Rector's class is over, except for those boys who attend any of those optional classes, which meet between three and four o'clock. The following table shows the division of time and business, such as it was laid down at the beginning of last Session.

Hours of Instruction.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9-10.	Acts of the Apostles in Greek.*	Geography and Ethnography.*	Correction of Greek Exercises.*	Geography and Ethnography.*	Writing of Latin versions.*
10-11.	Correction of Latin versions.*	Horace, Odes and Satires.*	Latin Syntax, (Zumpt's Grammar,)*	Horace, Odes and Satires.*	Writing of Greek versions.*
11-12.	Senior Greek, Thucydides, Book i.*	Senior Greek, Euripides' Medals.	Senior Greek, Homer's Odyssey.	Senior Greek, Thucydides, Book i.	Senior Greek, Euripides' Medea.
1-2.	Cicero's ii. Philippic.*	Livy, Book xxii.*	Extempore Translation from English into Latin of Thucydides' Greece.*	Cicero's ii. Philippic.*	Livy's xxii. Book.*
2-3.	Junior Greek, Xenophon's Memorabilia of Socrates.	Junior Greek, Xenophon's Memorabilia of Socrates.	Junior Greek, Grammar.	Junior Greek, Xenophon's Memorabilia of Socrates.	Junior Greek, Xenophon's Memorabilia of Socrates.

* During the hours marked thus (*), the two Classes are combined.

The Saturday, as already observed, is a half holiday ; the first hour, from nine to ten o'clock, is devoted to the revisal of some lesson which has been gone through in the course of the week ; and the second from ten to eleven o'clock, the best boys assemble to read some Greek author, who is translated into, and commented on, in the Latin language.

A boy who has passed through the complete curriculum of the school, is not only fit to enter any of the English or Scottish Universities, but is able to cope with the most distinguished pupils of any of the public schools of Great Britain. If it should be his vocation at once to enter upon any profession or practical pursuit not requiring a university education, he will find it easy to master any difficulties which will at first present themselves in every new sphere of action, for his mind has been trained to think and to look at things in all their bearings. There can be no doubt, that young men, who have received such a preparatory training, when entering upon the practical business of life, enjoy advantages over others, for which no subsequent study can compensate.

HIGH SCHOOL, EDINBURGH, *September* 1848.

REGULATIONS
FOR THE
EXTERNAL DISCIPLINE OF THE HIGH SCHOOL
OF EDINBURGH.¹

THE Rector and Masters of the High School feel it to be their duty to remind the ingenuous Youth educated in this venerable Institution, that the moral well-being of man is paramount even to his intellectual advancement. You are, accordingly, affectionately admonished to seek that fear of the Lord, which is the beginning of wisdom; and while you are not slothful in business, in the days of your youth to remember your Creator, in the two great departments of duty—love to God, and love to man.

It is incumbent on those entrusted with your education, to see that you are trained to conduct yourselves in all the various relationships of life, as Christians and as gentlemen. In addition to the direct bearing which the religious instruction you here receive has upon this great object, the branches of polite learning in which you are disciplined, will, no doubt, contribute to this result. You will, besides, reflect that with you rests the reputation of the School, not for scholarship merely, but for habits of Christian virtue and manly urbanity. Such considerations, it is hoped, will not fail to produce among you, a high-toned morality combined with a polite demeanour. But you are also warned, that duty, if not voluntarily discharged, must, for the common safety, be enforced by penalties.

The internal discipline of each class is confided to its own individual Teacher. With regard to the external

¹ See p. 289.

discipline, it is impossible to lay down such regulations as shall embrace every case. But the following Rules comprehend the duties mainly to be enforced ; and other violations of the great principles of right, while you are earnestly warned against them, will be dealt with as each case may require :—

I. All flagrant violations of the moral law, lying, dishonesty, swearing, obscenity, immodesty of every kind, are forbidden under the severest penalties, as most displeasing to God, degrading in their own nature, and hateful in the eyes of men.

II. It is proper, though, it is hoped, hardly necessary, to enjoin upon you cleanliness of person and dress, as seemly in itself, and productive of health and comfort.

III. Punctuality and regularity of attendance are essential to your improvement, and will be rigidly exacted, except for necessary causes.

IV. You are forbidden, while going to or from school, to do any thing which is annoying to your fellow citizens, which is unworthy of the education you are receiving, or which may bring the discipline of the School into disrepute.

V. The Masters and Teachers are entitled to respectful behaviour, not only from their own, but from all the pupils of the School.

VI. You are enjoined to behave courteously to your school-fellows, loving your neighbours as yourselves, in honour preferring one another. The seniors are enjoined to comport themselves in a kindly manner to those who are younger and weaker, and any attempt at oppression will be regarded as a proof of an unmanly spirit, and energetically repressed.

VII. There is no desire to interfere unduly with your amusements ; on the contrary, you will receive every encouragement and protection, compatible with a proper

discipline, in all manly and in all healthful sports. But you are forbidden to engage in such amusements as are injurious to the property or person of others, or are hurtful or dangerous to yourselves.

VIII. Fighting, and such amusements as naturally lead to irritation and violence, are forbidden.

IX. Disturbing any of the Classes in the course of your games, or by shouting, staring in at the windows, or in any other way, is peremptorily forbidden.

X. The splendid building provided by the munificence of the City for the education of its youth, it will be your pride to preserve from injury. All climbing on any part of the building, all playing against it with marbles, balls, or any thing else, is, on that ground, forbidden. You are, also, cautioned against carrying on any of your amusements so near the building, as to expose you to the hazard of breaking any of the windows.

XI. You are required to abstain from the offensive and vulgarizing practice of writing on the walls; and from defacing in any way any part of the building.

XII. No bludgeons, sticks, or other instruments that may be employed in games or otherwise, so as to injure the building by chipping off the edges of the mason-work or otherwise, are to be brought within the grounds.

XIII. You are earnestly desired to assist in preserving for the common benefit, what has been expressly provided for that purpose. This you can do by your advice and example. And you are forbidden, under pain of severe penalties, wantonly or carelessly to waste the water, to injure the water-cocks, or any thing else provided for the public convenience.

XIV. You are reminded that, in addition to the punishment due for any injury committed against property, your liability for the damage occasioned by the transgression of the Rules, will, on all occasions, be strictly enforced.

XV. You are absolutely forbidden to climb on, or run along any of the walls, or climb on or over any of the railings, or to leave or to come to School by any other than the ordinary modes of egress and ingress; and it is necessary from the vicinity of pleasure-grounds to one part of the wall, to warn you against making your way into them, on any pretext whatever. You must submit to occasional losses at your amusements, rather than infringe the rights of property.

XVI. Missiles of every description, whether stones, gravel, or snow-balls, are absolutely forbidden.

XVII. No gunpowder, fire-works, or fire-arms of any description, are permitted to be brought within the grounds, under penalty of confiscation, and such punishment as may be necessary.

XVIII. In addition to the spacious play-ground provided by the Patrons for your recreation, you have the free range of the Calton Hill, at fit opportunities: You are only forbidden, for the purpose of securing your own safety, to go on that precipitous part of the Hill, immediately behind the School, situated between the two lower walks.

XIX. In your enjoyment of this, and of all your privileges, you are warned against molesting or injuring others, in any way. You are especially forbidden to come into hostile conduct by throwing stones, or otherwise, with any other boys, or assemblages of boys, and this, notwithstanding any pretext whatever.

XX. With such an ample field for recreation, you can have no excuse for playing on the streets while on your road to or from school, or at your play hours. This can only be done at your own risk, and to the molestation of others. You must not form slides on the streets or roads leading to the School, as manifestly injurious to the public safety.

XXI. Nothing can be more improper or hurtful to the character of the School, than that, congregated on the edge of a great thoroughfare, you should abuse your position, to annoy or injure the public, by shouting or throwing missiles, or by any other means. This will be prevented by severe penalties. And, more especially, you are warned against yielding to the childish excitement produced by the appearance of the military, as complaints have been made of violations of this necessary Rule.

XXII. The Rector, the Masters, and Teachers, along with the Janitor, are authorized to mark and report in the proper quarters for enforcement, all violations of these Rules, to whatever class the violators may belong.

In conclusion, you are entreated to bear carefully in mind the spirit in which these Regulations are framed, and the great objects which they are intended to serve. Our highest delight is to train your youthful minds, and to accustom you to such habits of intellectual and moral discipline, that you shall go forth from our Halls, fitted and prepared by your acquirements and your virtues, to maintain and extend the fame of your *Alma Mater*, to prove valuable members of the commonwealth, and to adorn the doctrine of God our Saviour, in all things.

COURSE OF STUDY, WITH THE CLASS-BOOKS.

This Course embraces all the usual Branches of a liberal Education for Boys from Eight or Nine to Fifteen or Sixteen years of Age.

FIRST CLASS.

1. LATIN.—High School Rudiments.—First Book for Latin Reading.—Grammatical Exercises.
2. ENGLISH AND COLLATERAL BRANCHES.—Geography and History.—Studies in Poetry.—Roman History, with Illustrative Geography.—Modern Geography.
3. RELIGIOUS INSTRUCTION.—Bible.
4. ELEMENTS OF SCIENCE.—Introduction to the Sciences.

ARITHMETIC.—Simple Addition, Subtraction, Multiplication, and Division, with the Money Tables.—Trotter's Arithmetic.

WRITING.

SECOND CLASS.

1. LATIN.—High School Rudiments.—Phædrus.—Cornelius Nepos.—Grammatical Exercises.
2. ENGLISH AND COLLATERAL BRANCHES.—Studies in Poetry.—Roman History, with Illustrative Geography.—Modern Geography.
3. RELIGIOUS INSTRUCTION.—Bible.
4. ELEMENTS OF SCIENCE.—Introduction to the Sciences.

ARITHMETIC.—Compound Addition, Subtraction, Multiplication, and Division, with Reduction, and the Arithmetical Tables.—Trotter's Arithmetic.

WRITING.

THIRD CLASS.

1. LATIN.—High School Rudiments.—Cæsar.—Ovid.—Grammatical Exercises.
2. GREEK.—Greek Grammar.—Anabasis.
3. ENGLISH AND COLLATERAL BRANCHES.—Studies in Poetry.—History of Greece with Illustrative Geography.—Ancient and Modern Geography.
4. RELIGIOUS INSTRUCTION.—Porteus's Evidences of the Christian Religion.—Bible.
5. ELEMENTS OF SCIENCE.—Matter and Motion.

ARITHMETIC.—Simple and Compound Proportion, Practice, Partnership, Loss and Gain, Interest, Discount, Equation of Payments.—Melrose's Arithmetic.

WRITING.

FOURTH CLASS.

1. LATIN.—High School Grammar, abridged from the large Grammar of Zumpt, by Dr Schmitz; with relative Exercises.—Sallust or Cicero.—Virgil.—Elogæ Ovidianæ.—Adam's Roman Antiquities.

2. **GREEK.**—Greek Grammar.—Anabasis, or *Analecta Minora*.—Greek Exercises.
3. **ENGLISH AND COLLATERAL BRANCHES.**—Studies in Poetry.—History of Greece, with Illustrative Geography.—Ancient and Modern Geography.
4. **RELIGIOUS INSTRUCTION.**—Porteus's Evidences of the Christian Religion.—Bible.
5. **ELEMENTS OF SCIENCE.**—Mechanics.

ARITHMETIC.—Simple and Compound Proportion, Vulgar and Decimal Fractions, Extraction of the Square and Cube Roots, Mensuration of Surfaces and Solids.—Melrose's Arithmetic.

WRITING.

BOOK-KEEPING.

RECTOR'S CLASS.

LATIN.—THE HIGHER CLASSICS.—Virgil, Horace, Terence, Catullus, Lucretius, Cicero, Livy, Sallust, Tacitus.—High School Grammar, abridged from the large Grammar of Zumpt, by Dr Schmitz.

GREEK.—Grammar.—Carson's Greek Exercises.—The New Testament.—Xenophon, Thucydides, Plato, Herodotus, Demosthenes, Isocrates, Homer, Æschylus, Sophocles, Euripides, Aristophanes, Pindar, or any other of the Classical Greek Writers.

Tytler's Universal History.—Greek and Roman Antiquities.—Ancient and Modern Geography.—Compositions in Greek, Latin, and English Prose and Verse, and translations from English Classical Authors into Latin and Greek.

ENGLISH GRAMMAR AND COMPOSITION.

ELEMENTS OF SCIENCE.—Astronomy.

HIGHER ARITHMETIC AND ALGEBRA.

GEOMETRY.

PRACTICAL MATHEMATICS, with the use of LOGARITHMS.

BOOK-KEEPING.

FRENCH.—De Fivas's Introduction.—Modern Guide to French Conversation.—*Beautés des Ecrivains Français Anciens et Modernes, prose et poésie.*—De Fivas's *Grammar of French Grammars*, Exercises in Writing and Conversing.

GERMAN.—Apel's *Elementary Grammar*, and Bach's *Deutsches Lesebuch*.—History of German Literature, and Conversation in German.

FENCING, BROADSWORD, AND GYMNASTICS.

N.B.—In the Classical Department the Course is fixed. Attendance on the other classes is optional, and the course in them is regulated according to the progress of the pupil.

TABLE OF FEES.

(ALL PAYABLE IN ADVANCE.)

	Per Quarter.
COURSE of the CLASSICAL MASTERS,	L.1 1 0
RECTOR'S COURSE,	1 5 0

OPTIONAL CLASSES.

WRITING, One hour a-day,	0 7 6
Do. Two hours a-day,	0 10 6
BOOK-KEEPING,	0 10 6
ARITHMETIC, with or without ALGEBRA, One hour a-day,	0 7 6
Do. do. Two hours a-day,	0 10 6
GEOMETRY and ALGEBRA, One hour a-day,	0 10 6
PRACTICAL MATHEMATICS, with the use of LOGARITHMS,	0 10 6
FRENCH, One hour a-day,	0 10 6
GERMAN, One hour a-day,	0 10 6
FENCING, BROADSWORD, and GYMNASTICS, One hour a-week,	0 10 6
NATURAL HISTORY, one hour a-week,	0 2 6
CHEMISTRY, one hour a-week,	0 2 6

Matriculation Fee, 5s. per annum, payable at entry, for Janitor, Library, Maps, Models, &c.

NO OTHER DUES WHATEVER.

QUARTER DAYS:—1st October—15th December—1st March—15th May.

HOURS OF INSTRUCTION.

CLASSICAL DEPARTMENT.

JUNIOR CLASSES, before 1st April,	9—11, 12—2.
after 1st April,	9—11, 12—3.
SENIOR CLASSES,	9—12, 1—3.

OPTIONAL DEPARTMENT.

WRITING and BOOK-KEEPING, before 1st April,	11—1, 2—4.
after 1st April,	8—9, 11—1, 3—4.
ARITHMETIC and ALGEBRA, before 1st April,	11—1, 2—3.
after 1st April,	8—9, 11—1.
GEOMETRY, ALGEBRA, and PRACTICAL MATHEMATICS,	3—4.
FRENCH,	12—1, 3—4.
GERMAN,	12—1
FENCING, BROADSWORD, and GYMNASTICS, { Wednesday,	3—4.
{ Saturday,	8—9.
NATURAL HISTORY,	Saturday,
CHEMISTRY, (See CHAP. IV.),	11—12.
	Saturday,
	11—12.

SPECIMENS

OF

CLASS EXERCISES IN LATIN, GREEK, FRENCH, GERMAN,
AND ENGLISH, BY PUPILS IN THE HIGH SCHOOL, FROM
1810 TO 1848.

UNLESS where otherwise indicated, the subjoined "Specimens" were written by boys in the Rector's Class, whose ages averaged from thirteen to sixteen. Almost all these Exercises appeared in the Prospectus or "Course of Study," of which a limited number is annually circulated on the Examination-Day.

I. RECTORSHIP OF MR PILLANS, extending from January 1810 to August 1820.

The first *printed* specimen of the School Exercises was issued in 1811.¹ I have been unsuccessful in procuring a

¹ Mr Pillans, as mentioned in a former part of this work (p. 130), published in 1812 a small volume, entitled, "Ex Tentaminibus Metricis Puero-rum in Schola Regia Edinensi Provectorum Electa, Anno MDCCCXII." It contains specimens of the metrical compositions of fourteen of his scholars. We subjoin their names, and the situations which they afterwards filled, or do now occupy. 1. *John Campbell*, M.P. for Dum-bartonshire. See APPENDIX, p. 136. 2. *Archibald Connel*, Writer to the Signet. Died March 14, 1843. 3. *William Cullen*, Physician in Edinburgh. See APP. p. 137. 4. *Peter Douglas*, a licentiate of the Church of Scotland. 5. *Thomas-Smith Goldie*, minister of the parish of Coldstream. 6. *Hunter Gordon*, Barrister in London. 7. *Thomas Mc Crie*, now D.D., Professor of Theology in the Original Secession

copy of that paper; and I regret this the more, as it contained a translation into Latin verse of the concluding lines of the 8th Book of the Iliad, by Robert Christison, now Professor of Materia Medica in the University of Edinburgh. The present Lord Murray, one of the Judges of the Court of Session in Scotland, and a pupil of the High School, had forwarded a copy of the document in question to the late celebrated Francis Horner. This elicited from the latter,—who was dux of the Rector's Class in 1792,—some shrewd remarks on such compositions, in a communication, hitherto unpublished, addressed to Mr Pillans, his early class-fellow. Through the kindness of Mr Pillans, I am enabled to enrich my pages with the valuable remarks referred to, from the pen of one, whose splendid talents and accomplishments would, had his life been prolonged, in all probability have secured for him the highest place either in the law or government of the country.

Mr Horner's communication, dated Torquay, September 21, 1811, is as follows:—

“I hear from all quarters of your success last year in the conduct of the school, and of the rank to which it is now confidently expected by everybody that you are to raise it among the great

Church in Scotland, minister of Davie Street Chapel, Edinburgh, and translator of the Provincial Letters of Pascal, &c. 8. *William Menzies*, parochial minister of Keir. 9. *John Newton*, Merchant in Leith. Died Sept. 17. 1826. 10. *Ebenezer Pinkerton*, Surgeon in the Royal Navy, author of “The Island of Propontis, and other Poems.” Died July 6, 1844. 11. *James Rose*, Writer to the Signet. 12. *Daniel-Keyt Sandford*, Professor of Greek in the University of Glasgow, and M.P. for Paisley. KING WILLIAM IV. conferred upon him the honour of Knighthood. Died Feb. 4, 1838. 13. *James Watson*, of the Scottish Bar; sometime one of the Sheriffs-substitute for Lanarkshire. 14. *James Welsh*, of the Scottish Bar, and Stewart-substitute of Kirkcudbrightshire. Died Nov. 14, 1845.

seminaries of classical education. Murray has just sent me the printed copy of the Latin verses, produced at the last examination; which are at once a proof of your having done much already, and a specimen of what you design in your future improvements of the discipline of the High School. Considering the age of the boys, as well as that it was a new experiment, they are surprisingly good. Nothing of the sort was done in our days; and it is a great step to have made at once. While some of your friends have been advising the English, not in a very courteous manner, but already with effect, that they lose some time in too exclusive a study of the craft and mysteries of longs and shorts, you are no less usefully and liberally employed in transferring to our country what is good in the English practice. This is just as it ought to be. It is not to be doubted, that nothing but the actual practice of versification will give a very high relish for the numbers and diction of ancient poetry, or an exact and ready knowledge of the force and propriety of expressions in the ancient languages. You have therefore supplied a material defect in the system of what is called Humanity at Edinburgh, as with good reason it will deserve to be denominated again all over Europe, when another revival of letters shall take place.

“Some discrimination in the choice of subjects for your young versifiers will make it an easier task for them, and a more advantageous exercise. I do not know what general rules they may have at the great schools of this country, or whether they use now by tradition the subjects that were selected long ago. But it is evidently of some importance to put boys only upon such topics, on which the thoughts that are to be thrown into verse will occur to them naturally, and not only with ease but in abundance. It is too hard a task, if he must cudgel his brains for sense at the same time that he is telling his fingers for syllables; nor will the purpose of the exercise be answered, unless he acquire in some degree the habit of thinking for the occasion in the learned language. For this reason, I should be inclined to think that translation, and especially from verse, is not the most advisable mode of this exercise; there is no liberty of thought left, and there are severe difficulties to overcome, quite extrinsic to the proper difficulty of the task. I have also observed that

general moral themes are but an unprofitable subject for the composition of a young beginner, whether in prose or in verse, in his own language or another; he can only go to the few common places he has learnt by rote, and then is at the end of his reflections. Boys, like men, will never write well but upon things which they know thoroughly. I am aware this would restrict the master very much in the choice of subjects, though not so much as to the number of individual subjects, as in the class and species of subjects. Even this limitation, however, still leaves you all the varieties of narrative with all its ornaments and appendages; besides the great familiar objects of description in natural scenery, and the sports and occupations in which boys are either engaged or upon the eve of engaging. You well know how theoretically I talk in all this matter; but these notions passing through my mind, I wish you to consider what degree of truth there is in them. They were suggested by a circumstance which I fancied I observed in reading over the verses which Murray sent me, that there was more freedom and ease and currency in some parts of those written upon the Kalends of August, than upon the other themes. You will be apt to think it a great error in me to doubt whether the famous simile in Pope's *Eight Iliad* is a fit exercise for a boy in Latin verse; for it is a favourite one, I believe, at Eton, as indeed it is one of the most celebrated flowers of English poetry. If it were entitled to all its reputation, that would be no reason for applying it to this use; he must be an extraordinary boy, who could present in a translation such a dazzling luxury of words, or who, in executing his task, would refrain from attempting it. I ought to justify my taste for hazarding any censure upon a passage which, by its harmony and splendour, is sure always to please. But I cannot forgive Pope for losing that circumstance on which the grand character and solemnity of the scene in Homer, and its sublime repose chiefly depend; the solitude of the shepherd who exults in the contemplation of such a night. It is much to the credit of your boy's taste who gave a version of this, that he placed, like Homer, a single figure in the picture, instead of Pope's multitude; it would have been a great stroke of genius, had he changed Pope's 'swains' into a shepherd. It is agreeable to observe, that Pope having altered the

character of the simile by introducing this bustle and crowd of peasants, adds a new circumstance of his own quite suitable to the altered scene, 'and bless the useful light;' in which, for that purpose, the epithet 'useful' appears to be eminently happy. I can make this criticism of mine more intelligible perhaps in another way: strike out the second couplet, and it seems to me we obliterate almost the last trace of the great original, and yet leave Pope's a more distinct and more pleasing picture than as it now stands; the effect is to bring out the last couplet in a stronger relief, though the whole is no longer 'the solemn scene.' If it be objected, that by 'the conscious swains,' Pope may not mean to have more than one figure in each scene, but to present many single figures in similar meditations, that I apprehend would give occasion to charge him with a greater fault still in poetical design. After all this, I will not point out the tinsel of some expressions, for they are scarcely to be seen in the general richness of the diction; though *gilding* and *tipping with silver* are an awkward coincidence, and *yellowed verdure* would need the whole shield of Mr Stewart's doctrine of mixed metaphors. In point of mere translation, Pope's greatest success in this simile is upon the *συνεπιδόξας αὐτῶν*, and his chief failure in the landscape shown by the moonlight, where he has wholly lost one feature of it—*καὶ νύκτα*; for which his 'shining vales,' though a beautiful object, are not a skilful substitution, for it leaves his picture all light without shade, against which Homer has provided. You owe this prolix criticism to an accident; the circulating library at this little place does not afford me a copy of Pope's Iliad, which I have been longing for, to compare with the original in some other passages; and, in the midst of this longing, came your sheet of verses with this delicious morsel of English among them."

EXERCISES.

— Summa sequear fastigia rerum.—VIRG.

Vos, Heliconiades, gemino seu vertice montis
 Castalii lucos cantum resonare docetis,
 Seu gelidis Hæmi clivis, seu per juga Pindi

Festas gaudetis citharâ celebrare choreas !
Tuque, O Mnemosyne ! doctas, dilecta Tonanti,
Quæ partu enixa es, novies secunda, puellas,
Extremo huic blandæ, precor, aspirate labori.
Dicite qui veterum delectavere libelli,
Vos meministis enim, Divæ, et memorare potestis.

Tu, quem dives avis cantantem Mantua quondam
Audivit dubiam facientia carmina palmam,
Cujus solum alter dignus MARO dicere laudes !
Primus Tu nostræ præbebas gaudia menti ;
Dum mala dira fugæ, fractæque pericula navis,
Parrhasiumque canis regem, miserumque puellum,
Pestem et Aventinæ silvæ, generosaque facta
Clavigeri, et positis spelæa exusta caminis.
Tum rapis ad clypeum, Vulcania munera, Trois,
In quo cælârat magnæ primordia Romæ
Conjux Idalies, pugnataque in ordine bella.

Tunc Apis ore avido suavissima mella Matinæ
Legi, carpentis multo thyma grata labore.
Versibus O ! quantum nobis, VENUSINE, dedisti
Lætitiæ, seu cum celebratur Lydia plectro
Lausque Poetarum, vafro seu carmine mordax
Aut in avaritiam inveheris luxumque nocivum,
Officiumve doces scribendi carmina rectè.

Et satiris ardens nobis est lectus AQUINAS,
Stultitiam irridens hominum, qui numina poscunt
Famam, et opes, summumque locum, diuturna que vitæ
Tempora, et eloquium, præstanti et corpore natos—
Stulti ! nam properant hæc exoptata ruinam !

Lectus erat NASO, Pelignæ gloria terræ,
Vulneris auxilium præbens quod fecerat ipse.
Infelix ! qui non patrios celebrare Penates
Jam senior posset, lentam et traducere vitam !
Naso vale ! vates tenerorum lusor amorum,
Sit tibi terra levis, tua molliter ossa quiescant !

Quamquam inter gentes jaceant a cæde¹ vocatas,
Et procul a patriâ ponti lavat unda remoti !

Et nostros oculos AFRI jucunda morata est
Pagina, dum narrat, mirâ celeberrimus arte,
Iratum mitemque patrem, Davumque dolosum.

Jam tenet eloquii Latialis maximus auctor,
Roma Patrem Patriæ merito quem libera dixit.
Fulmine torrentem videor per rostra videre,
Et quocunque velit mentem auditoris agentem.
Aspice ! declamat jam in te, Catilina, tuosque :
Jam te mirantur, divina Philippica, Patres,
Altera post primam :—Sed, visu triste ! sequuntur
En ! percussores ;—ingratoque ipse cliente
Concidit, Antoni jussu. Tamen, improbe, vivet,
Vivet in æternum :—citius Sol ipse negabit,
Immemor humani generis, sua lumina terræ,
Quàm spectandus honor TULLI nomenque peribunt.

Attigimus primis (primo sed suavia gustu)
Veracis TACITI cælestia mella labellis ;
Tempora, serviret cum calvo Roma Neroni,
Narrantisque duci data pocula mista veneno.

TROJANI interea SCRIPTOREM evolvere BELLi
Fas erat, et magni mortem lugere mariti
Eximiæ Andromaches—(Trojæ sic fata ferebant !)
Quem circa Iliacos muros raptavit Achilles,
Et Patri corpus poscenti vendidit auro.
Te, Princeps vatum, quamvis damnare² Tyrannus
Tentavit cunctosque interstrepit Anser olores,
Fama tamen laudesque in secula sera manebunt,
Et gentes nondum natæ super æthera tollent.

SOCRATICÆ chartæ mihi mellea dona dederunt,
Pingentes Cyrum puerum, moresque severos

¹ Vid. Ovid. Trist. lib. iii. Eleg. 9.

² " Cogitavit etiam [Caligula] de Homeri carminibus abolendis."—
SÆTON. Vit. Calig. c. 24.

Persidis.—O præstans juvenis, proba sit mihi semper
Mensque pudorque tuus, tanta et reverentia justi !

Paulatim quoniam accedit maturior ætas,
Et toga, prætextâ positâ, sumenda virilis,
Scenæque sollicitæ subeunda est publica vitæ ;
Quamquam fata nigrans velat distantia nubes,
Sic tamen est animus :—Quæcunque pericla lacessant,
Quæcunque afficiant clades, ut palma, resurgam ;
Obvius accingar, contraque audentior ibo.
Et nitar, pravos ne quis reprehendere possit
Mores ; aut turpem thesauri ingentis amorem,
Luxuriam aut pravam objiciens, escamve malorum.
Me nec Desidia illecebris trahat improba Siren
In casses, dicam nec stultus, Cras bene vivam :
Quem non hora volans, minus aptum crastina reddet.

1814. CAROLUS NEAVES.¹

Non licuit populis parvum te, Nile, videre.—LUCAN. x. 296.

NILE, pater fluvium, dives quem Memphis adorat,
Æthiopumque genus nigrum, Phariique tyranni !
Fert animus clarum cœlis educere nomen
Laude tuum, ripasque sacras, ubi fletibus Io
Auxit aquas miseris, patiens sine crimine poenas,
Junonisque iram : necnon tua rauca fluentia,
Piscesque immanes avolsaque viscera montis,
Rapta per immensum, dicam, volventia secum,
Et madidas spumâ, multaque adspergine cautes.

Ecce, ubi circuitu curvantem brachia Cancrum
Sol fugiens, repetit sicci rabida ora Leonis.
Non ullos sitiens Ægyptus postulat imbres :
Arva papyriferis spretis tegit omnia ripis

¹ Dux in 1814.

Amnis, et agricolæ parvis, ubi nuper arârant,
Vectantur ratibus ; clivis et collibus ædes
Ponunt, et pecudes stabulant in montibus altis.
Ast ubi *Libra* tenet solem, *Chelæque* minaces,
Tunc humus apparet, tunc gurgēs rura relinquit,
Exigumque iterum Nilum sua ripa coercet.
Nec nivibus turgescit, hiems ubi protulit ora
Tristia, ceu *Scythicas* humectans *Ister* arenas,
Et *Rhenus* *Rhodanusque* celer, *Tanaisque*, *Tyrasque* ;
Sed frugum exoptata parens, et pomifer annus,
Agricolamque beant formosi messibus agri ;
Plenaque libantur bubus *Mareotidos* uvæ
Pocula, non *Chiis*, non decessura *Falernis*.

Hic primum pecudes nocturno tempore servans
Pastor, tecta *Jovis* scandit, cœlique meatus
Descripsit radio, et surgentia sidera dixit :
Signaque, quæ longo frater percenseat anno,
Mense per hæc uno didicit transire *Dianam*.

Quid memorem cœlum ferientia culmina summo
Vertice *Pyramidûm*, quas olim struxit inanes
Princeps, ut nomen remaneret in omnia secla.
Demens ! qui famam voluit, laudemque perennem
Turribus excelsis et non virtute mereri.

Sed, mihi præcipue *Nili* sacra ostia gratum
Dicere carminibus, nostris ubi classibus heros
Agmina Gallorum vicit, puppesque cremavit,
Atque caput domito mea patria sustulit hoste :
Felix, heu nimium felix, si hæc dona fuissent
Propria ! Sed rursus victricia tempora cinctum
Auro navali, patriumque ad limen iturum,
Abstulit atra dies, et funere mersit acerbo.
Heu quantos matrum fletus, gemitusque virorum,
Tunc rapidus divôm ventus referebat ad aures !
Non ullo se unquam generosa *Britannia* nato
Jactabit tantum, talem neque *Martia* quondam

Roma virum peperit, nec Elissæ mœnia clara.
 Haud adversa illi quisquam tulit obvius armis
 Arma, fero seu cum gladio certaret et hastâ,
 Seu jacularetur damnosum puppibus ignem.

1817.

GULIELMUS GLOVER.¹

Sideribus novere vias.—LUCAN. ix. 495.

PIERI ! quam nuper brumam celebrare vocavi,
 Telluremque pigram gelido vix cardine motam,
 Nunc longè diversa petas, et carminis ala
 Digneris trepidum mihi sustentare volatum,
 Monstriferas Libyæ sterilis dum scrutor arenas ;
 Phœbus ubi radium obliquum non mittit amicus,
 Nec vice jucundâ ridentia tempora ducit :
 Rubrâ sed rectè jaculatus spicula dextrâ,
 Perpetuis iræ terram fervoribus urit.

Cesserunt cautes homini pigræque paludes,
 Nec reprimunt avidos Borealia frigora nisus ;
 Sed quando tugurî volvent hic culmina fumum,
 Humanique auras agitabunt murmura cœtus ?
 Hic hominis nunquam discet parere labori,
 At sedet æternùm Natura potentior Arte.

Dum peragrat lassus sine tramite regna viator
 Immotum frustra simul auribus aëra captans,
 Atque oculis ponti flaventis littora quærens,
 Nil vidit præter cœlum undique et undique arenas :
 Quas tacitis æterna Quies superincubat alis,
 Longinquum tonitru resonat nisi forte leonis,
 Aut trifido serpens horrendùm sibilat ore,
 Aut—quà mercator, sabuli discrimina tentans,
 Cœlo noscit iter saxove Aquilonis amico,—
 Rauca camelorum vox dira silentia rumpit.

¹ Dux in 1817.

Advena percussus vix se jam vivere sentit,
Mortua cum circà prorsus natura videtur.

Hic tamen interdùm procul æquor amabile cernit,
Æthere cæruleo longè sua cærula miscens,
Riparumque toros virides : non qualis *Oasis*,
Rarò permulcens oculos spe fontis, et umbrâ
Vix flavum varians campum, sed ubique patentes
Elysios campos. En præmia digna laboris !
Lætitiâ præceps exul ruit, advolat, instat,
Jamque tenet ; gelidas jam sese immergit in undas,
Quum subito ex oculis vanescunt omnia lapsu,
Statque miser campi medio sine limite adusti.

Quòd si consurgens quando Neptunus arenæ
Jungit equos Venti, et rapidas molitur habenas,
Effugit ecce quies ; præceps discordia sævit ;
Ante rotas Regis gaudens exultat Eremus,
In chaos antiquum tanquam se funderet orbis.
Ille, columnato provectus turbine curru,
Horrisono gestit stridore, regitque procellam,
Dum fluctus infrà torquentur gurgite vasto,
Desuper et cælum fulvis obtexitur umbris.
Tunc miser, occurrit sævi qui numinis iræ !
Nec fuga, nec votum, nec vis profecerit illi.
Forsan et infelix, membris languore solutis,
Sese errare putat, quâ fons argenteus undâ
Lætificat patrios campos ; aut scandere colles,
Quorum gaudebat juvenis super ardua niti.
Heu ! minimè reputas tibi quàm sors ingruat atra :
Somnus enim, mentem qui illudit imagine pulchrâ,
Est Consanguinei prænuntius ; altior instat
Umbra, soporque caput languens jam ferreus urget.
Quin properas ? venti veloces indue pennas,
Si tempestatem possis vitare sequacem.
Nequicquam ! assequitur non eluctabile fatum,
Atque indefletus jam mergitur exul arenâ.

Excitus, ad sævum vertit semel æthera vultum ;
Et patriæ dulcis moriens reminiscitur agros.

1820.

JOANNES BROWN PATTERSON.¹ΕΙΣ ΤΙΝΟΝ.²

“Ωμοι, ἀτιμοτάτων ἄρτι πόσα μυρία λαῶν
“Ευδαι παννύχια, μαλακῶ δεδηµένα ὕπνῳ !
Πῶς, ὅ ζώντων ἐρίηρε τροφ’, ὕπνε, φοβηθεῖς
Οὐδ’ ἔτ’ ἐμοῖσι χέεις πυκνὴν βλεφάροισιν ἔερσην,
Οὐδὲ μένος θυμοῦ λήθῃ μελιθεῖ βάπτεις ;
Τίπτε σύγ’ ἀκλέων ἀγαπᾷς κείσθαι παράκοιτις,
Στρώμνῃ ἐπὶ χαλεπῇ, µειλισσόµενος στροφάλιγγι
Ταρφεῖ µυιάων, ἡλασκούσων περὶ οἶκον ;
Δύνειν δ’ ἀρχόντων θαλάµους εὐώδεας ἀνδρῶν,
Καίπερ µειλιχίῃ λιγυρῆς ὀπὶ κλητὸς αἰοιδῆς,
Φεύγεις, ὡς φυλάκων ποτ’ ἀπὸ βλεφάροισιν ὄλωλας ;
Ναυτοῦ πῶς ἐθέλεις ὑφθαλμοὺς ἀμφιχυθῆναι,
Ἰστω ἐπὶ τρομέοντι, παλιρρόθοιοις δὲ ρεῖθροισι
Παῖδος παλλομένου λῦσαι σὺ κήδεα δώρω ;
Καὶ—ὅτε δὴ ἀνέμων εἰς πόντον γιγνεται ὁρµή,
Πᾶσαν ὀρινόντων ἅλα ἀκροκελαινωῶσαν,
Ἐκ βαθέων λίµνης, ἄµυδις δέ τε κύμα κυλίσθην
Κορβύεται, ὕπατον δ’ ἄρα ὕδατ’ ἐς οὐρανὸν ἵκει,
“Ὡστε ἀναξ ἐνέρων δεινῇ ἀνεγείρεται ἡχῇ,—
Ποντοπόρφρ δώσεις εἰρήνην, σχέτλιε δαίµον,
“Ὀν δινοφερῆς δεύει πολὺ ὑπὸ λαίλαπος ἄχνη ;
Οὐδὲ σὲ νύξ ἔλκει τριλλίστη ἐς ὄμματ’ ἀνακτος ;
“Ὡς ἄρα τις ἄρχοιο μακάρτερος ἄγριος ἀνὴρ !
“Υψηλὴν βλάπτει κεφαλὴν στέφανος περικαλλής.


1820.

JOANNES B. PATTERSON.¹¹ Dux in 1820.² Imitated from Shakespeare, Hen. IV. P. II. Act III. Sc. 1.

THE FAREWELL.

(From the original MS. in the possession of Professor Pillans.)

THE yellow harvest now extends around,
The loaded fruit-tree's branches sweep the ground:
My comrades! ye who for six years have been
Sharers in sport and toil, a motley scene,
With sorrow I perceive the time at hand,
When each must go where duty may command;
When I, alas! reluctantly must part,
From many a loving and beloved heart.
First, then, my earliest, dearest friends, adieu!
Perhaps I take a last, a parting view,
Yet in my breast shall memory fix your throne,
My beating heart be proud your name to own:—
And you, ye reverend walls, farewell at last,
Where all my happy, boyish years have past,
You too I leave, perhaps to see no more.
Yet though betwixt us boundless oceans roar,
Through every wayward chance of life, my mind,
Grateful, will linger still with you behind,
Where first to liberal studies it was trained,
And mingled pleasure and instruction gained,
And drew from ancient lore those arts which grace,
Improve, delight, and animate our race;
Embellish those whom peace and affluence bless,
To those whom fortune shuns, a kind solace.
And thou, who with parental care hast train'd
Our minds to virtue, our affections gain'd,
And urged us to persist in our career,
By sloth uncharmed, and unsubdued by fear;
Who, waging war with profitless delay,
Hast spent for us the long, laborious day;



Farewell ; but still, of all thy kindly aid,
 Deep in my breast the mem'ry shall be laid ;
 And though a length'ning space our bodies part
 Thy name shall never quit my grateful heart.
 If aught of praise I've earn'd, and ah ! how small,
 To thee I am indebted for it all.
 And if some happy day I reap renown,
 And honour's meed my humble efforts crown,
 Then shall my heart with gratitude o'erflow,
 And countless blessings on thy name bestow.

1813.

MARK NAPIER.¹

TRANSLATION OF JOHN BROWN PATTERSON'S LATIN
 POEM ON THE DESERTS OF AFRICA.

(See p. 314.)

O MUSE divine ! whose aid erewhile I sought,
 To sing of Winter, and the regions fraught
 With horrid storms, and Tellus moving slow
 On her cold axle, clogg'd with polar snow,—
 My feeble, but ambitious, wing sustain,
 While soars its flight o'er Libya's arid plain ;
 Where spring no cooling brooks, no freshening gales,
 Where rise no verdant hills o'er pastoral vales ;
 But flaming Phœbus “ darts a downward ray,
 “ And fiercely sheds intolerable day.”

Man clothes with verdure many a frozen shore,
 And makes Spring smile where Winter frown'd before ;
 The marshy fen he drains with patient skill,
 Ev'n flinty rocks obey his sovereign will :—
 But when shall smiling cots o'erspread this land ?
 When shall these deserts yield to human hand ?

¹ Now sheriff of Dumfries-shire.

Supremely great, here Nature sits apart,
Nor hears the din, nor sees the work of Art.

The traveller here, where'er he turns his eyes,
Sees nought but barren sands, and torrid skies ;
O'er which her wing dread Silence ever spreads,
Save when the waste the roaring lion treads ;
Or hissing serpents to the sun unfold
Their scales, that glisten with refulgent gold.

Haply afar blue waters seem to rise,
And blend their colouring with the azure skies ;
While verdant fields on every side are seen :
Not as the desert's gem, Oasis green,
(Like some blest island in the sandy main),
Scarce rears her head above the scorching plain ;
But far and wide Elysian meads extend :
See, traveller, see ! here all thy toils must end.
Onward he flies to reach the blissful glades ;
Swift from his sight the flattering vision fades.

But if the Neptune of this sea of sand,
Yoke to his winged car, with furious hand,
The horses of the wind ; before him haste,
Exulting, the dark spirits of the waste ;
Peace flies, and maddening Discord sweeps the plain,
As if old Chaos would resume his reign.
While he—the god !—thron'd on his pillar'd car,
Delights to guide the elemental war ;
And widely round the heaving billows rise,
Till clouds of fiery sand exclude the skies.
Then wretched he, the angry God who dares ;
Him will avail nor force, nor flight, nor prayers.
And haply, too, when sunk in sweet repose
He tastes a short-lived respite from his woes,
His native mountains he in fancy sees,
And feels his native mountain's freshening breeze :

Alas, poor sleeper! little dost thou deem,
 How fate prepares to terminate thy dream;
 This sleep, that cheats thee with illusions blest,
 Is the sure herald of a deeper rest.
 Haste, traveller! Sleep's twin brother, Death, is nigh,
 Oh haste thee! take the lightning's wing and fly.
 In vain I warn,—sunk 'neath the sandy wave,
 Nor force can rescue him, nor speed can save:
 Starting from dreams of bliss, he sees his doom,
 Thinks of his home, and sighing, finds a tomb.

1820.

JOHN-FREDERICK STODDART.¹

In addition to the preceding Exercises, the following pupils also contributed to the "Course of Study," during the Rectorship of Mr Pillans:—

1811 Robert Christison. See pp. 186, 306.

1812 Thomas Matheson, now M.P. for Ashburton.

1813 William Cullen, *dux* of the year. See *List of Duxes*, App. p. 137.1815 John Edmondston, *dux*.1816 Robert Menzies, *dux*.

1817 Andrew Bonar, afterwards banker in Edinburgh; now resident at Leamington.

Thomas Macgowan, afterwards surgeon, Manchester.

1818 George William Mylne, *dux*.1819 Edmond Logan, *dux*.

II. RECTORSHIP OF DR CARSON, extending from August 1820 to October 1845.

VATIS CALEDONII HYMNUS AD SOLEM.

CURRU micanti vecte per æthera,
 Pontoque cinctum qui face splendida
 Orbem coronas, rexque cœli
 Nobilis et genitor diei!

¹ Called to the Scottish Bar in 1827; afterwards one of the Judges of the Supreme Court in the Island of Ceylon, where he died August 29, 1839.

Stupent virorum pectora, nescia
Qui fons perennis flammiferas opes
 Det, lucido dum per polum orbe
 Usque volas, sine fine clarus !
“ Damnosa te non imminuit dies,”
Nec ruga frontem fœdat amabilem !
 Stellæ fugantur, consciaque
 Occuluere caput tenebris ;
Nox quum diei lurida cesserit
Portas Eoas et reseraverit
 Pallantis, intrâritque Phœbus
 Purpureo nitidus capillo,
Cœlo bicornis Cynthia proripit
Festinat et se condere fluctibus
 Tartessiis : in splendidis nam
 Nubibus est tua pulchra sedes.
Tuum sed æquat quid jubar igneum
Integritate ! Quisve per aëra
 Sequetur, Eurum, te qui anhelio
 Antevolas, Zephyrumque cursu.
Procera frondes integrat æsculus ;
Ætas at ipsam sternit et Africus :
 Dum collibus mutatur herba
 Conterit alba senecta montem.
Recessit æquor, liquit et aridas
Quandoque arenas ; perdidit auream
 Et Luna lucem : fons at, alme !
 Flammeus est tibi semper idem.
Procella stridens quum furit aspera
Cœlumque nigrans pondere congemit
 Aquarum iniquo, quum corusca
 Fulgura dissiliunt Olympo,
Fragore et axis terraque personat
Rubente dextrâ Jupiter arbiter
 Dum territat mundi colonos
 Præcipitans metuenda tela ;

Tum si renidet circulus aureus
 Poli profundo, blanda serenitas,
 Fugère nubes, luxque ridens
 Emicuit reserata coelo.

1821.

PATRICIUS C. MACDOUGALL.¹

 IN MATUTINUM TEMPUS.

Now morn, her rosy steps in th' eastern clime
 Advancing, sow'd the earth with orient pearl.—MILTON.

EN ! fores Eos aperit rubentes,
 Et venit curru roseo serena ;
 Floraque a pennis teneris amœnos
 Spargit odores.

Jamque nocturnæ fugiunt tenebræ,
 Nec tegunt umbræ juga celsa montis ;
 Siderum, noctis comitum, recedunt
 Agmina clara.

Sol novus blando rutilat nitore ;
 Sentiant lætæ pecudes ovariantque,
 Atque fulgenti radio coruscant
 Flumina glauca.

Sylva lætatur, resonantque montes
 Cantibus gratis ; Philomela tantum
 Aufugit tristis jubar, et sinistra
 Noctua mœsta.

En ! volans alte cito gaudet almo
 Sole, depromens melos ore alauda,
 Et trahens gyros strepitante scindit
 Aëra pennâ.

¹ Dux in 1821.

Jamque apes densæ volitant fugaces,
 Et vagæ flores varios madentes
 Rore decerpunt avido labore
 Rura per uda.

Atque robustus placido cubili
 Surgit agrestis, tacitumve somnum
 Excudit membris. Vacat at labore
 Urbs pigra grato.

Ah ! fruar dulcis liceat fugaci
 Tempore, et vitam studiis honestis
 Excolam, primo radiis benignis
 Sole favente.

Namque caligans veniet sopora
 Nox et ærumnæ, querulusque mœror,
 Atque vi sæva cito cara rumpent
 Vincula vitæ.

1823.

GULIELMUS M. GUNN.¹

 EXCIDIA REGNORUM.

Jam seges est, ubi Troia fuit.—OVID.

HEU ! quam fallax, tenui quam vanius aura
 Ætheria, est quicquid vastus hic orbis habet !
 Illudens homini volitat Fors sæva caduco :
 Heu hominum pendent stamine cuncta levi !
 Omnia vis validi fati discrimine nullo,
 Ceu torrens præceps scrupea saxa, rapit.
 Inter opes hodie locuples exultat in aula
 Immensa, atque inhians aurea vasa stupet ;

¹ Dux in 1823.

Cras mœror, tristi vultus obnubit amictu,
Ornatas pulsat pauperiesque fores.
Nunc dux victor ovat, redimitus tempora lauro ;
Cras mediis telis terra cruore fluit.
Sic altæ pereunt urbes, sic grandia regna,
Heu levia, ut tenuis fumus et umbra silens !
Nunc surgunt, totas terrentia nomine gentes ;
Impete mox subito quassa, caduca ruunt.
Testeris, Babylon, veteresque Semiramæ arces,
Qua tantum serpens felle virente tumet !
En ! ubi sunt gazæ vastæ ! en ubi pensilis hortus !
Numinis offensi perdidit ira minax.
Jam non extremis mundi mercator ab oris
Huc currens blandas quærit avarus opes :
Jam cecidere quidem, cecidere palatia multa :
Eversi lapides templa fuisse docent.
At quo fugisti, venerandi gloria Judæ,
Et Salomonis opus sidera celsa petens !
Tu nunc informis moles, Hecatompyles ingens,
Alitis atrocis cœca latebra, jaces !
Æmula prolapsa est Romæ Carthago verenda :
Regina Oceani, tu quoque, magna Tyros !
Ac periit sedes Tritonia dulcis, Athenæ,
Castalidum nutrix, artis et alma parens !
Qua fluxit placido facundia purior amne,
Ac vati afflavit Musa venusta pio.
Neptuni murus prosternitur æneus ; acres
Non vexat Graios belliger Hector equis.
Urbis Phœbæ saxum haud vestigia monstrat :
Carmine stat nomen, stabit et usque sacrum !
In tumultu Paridis ludunt pecudesque feræque :
Alta pro Troja ridet amœnus ager.
In ventos abiit præclari fama Quirini ;
Nec jam Romulidis Martia corda micant :
Jampridem leges, Romani, non datis orbi,
Per terras regio nulla veretur opes.

Effulgere negant Capitoli marmora pulchra ;
 Et septem colles jam loca nuda manent :
 Omnis ager tristis visu jacet, inque ruinis
 Bubo viatori vos cecidisse canit.
 Vanuit imperium Pellæi Marte tremendi,
 Unus cui victus non satis orbis erat,
 Corsici et herois quassantis robore mundum.
 Quam subito humanum labitur omne decus !
 Quo me, Musa, rapis ? nam regna ruentia, diras
 Fortunæque vices nemo referre potest !
 Tu, Pater Omnipotens, æqua regis omnia lege ;
 Quæ per te surgunt, regna superba cadunt.
 1827. GEORGIUS-ANDERSON TAYLOR.¹

 TONITRU.

SUBMISSA tandem desine carmina,
 Lenes camœnæ debilis et modos ;
 Nunc, Musa, sublimem volatum
 Intrepidis meditare pennis.
 Orbem tonitrûs murmure territum,
 Diffissa torto fulmine nubila,
 Silvas sonantes et trementem
 Verticibus celebres Olympum :
 Ut motus iræ terribilis Deus
 Diris scelestos obruat ignibus,
 Ut vectus in curru tonante
 Fulguribus rapidis coruscet :
 Magnas ut urbes vestiat ignibus,
 Ut fulminanti falce metat solum,
 Turresque de saxis caduco
 Fulmine præcipitet superbas :
 Ut pontus anceps comprimat impetum,

¹ Dux in 1827.

Natura campos per dubios tremat,
Fulgetra per terras hiantes
In Stygios penetrent recessus :
Ut regia ales tela ferens pede
Vibrata curvo dividat aëra,
Ut—Musa, paulisper volatum
Siste, Deo quatiante Olympum.
Sensim refugit cœruleus color,
Nimbusque cœlum luridus occupat,
Cum nubibus densi vapores
Sulphureo glomerantur axe.
Velamen atrum montibus incubat,
Et nube cœlum continuâ petit,
Vix Phœbus obscurum tenebris
Flectit iter dubius per axem.
Vallis latebras præcipiti fugâ
Pennata pronæ turba petit pavens.
Non audet incertis per umbras
Corvus iners volitare pennis.
Pastor relictâ tecta petit grege,
Messor tremiscens confugit in casam,
Cœlumque converso sub atrum
Ore pecus glomeratur arvis.
Deserta vastat rura silentium :
In monte pinus nocte latens caput
Vix quassat, in silva trementem
Vix agitat zephyrus susurrans
Frondem. Per umbras flamma velut ruens
Noctem coruscis dimovet ignibus ;
Imis velut venis latentem
Icta silex jaculatur ignem :
Elisus atris nubibus aëra
Ignis micantem fulmineus secatur ;
Nunc orbe per cœlum minaci,
Nunc trifidis agitur sagittis.
Majore flammâ dum propius ruens

Luctante vento volvit onus minax,
Dat fulmen explosum tremendum
Continuâ serie fragorem.
Montes Olympi per resonos furit
Murmur sonorum, nutat Athos tremens,
Parnassus ardescit, solutus
Pindus onus niveum remittit.
Commista grando cum pluvia ruit,
Diffissa large nubila defluunt ;
Per grandinem flammæ, per imbres
Indomito saliunt furore.
Stridente venti turbine corruunt
Cælum moventes, cum Boreâ Notus
Confligit, et terras duello
Terrifico quatiens et altum,
Ripas habebat qui modo rivulus,
Contendit amnis turbidus in mare,
Commota Neptuno Charybdis
Æstuat et scopulos flagellat.
Heu, Musa, carmen suscipe lugubre !
Chordas moveto, nœnia, flebiles !
En sævit ! en tristem coruscat
Per tenebras Libitina falcem !
In monte pandit quæ modo brachia
Concussa pinus truncus iners jacet ;
In valle procumbit ruina
Fulmine præcipitata turris.
Immitis aurâ mors equitat vagâ
Invecta, prædam falce metens truce ;
Nec parcit ævo, nec tenellis
Implicitis gremio parentum.
Percussa flammis tecta potentia,
Ictam et coloni mœsta tenent casam
Lamenta, plangores per agros
Funerei resonant, per urbem.
Matrem tenelli, cara parens suos,

Deplorat uxor participem tori ;
 Servatus abreptam puellam
 Luget amans graviore fato.

1833.

JACOBUS MILNE.¹

SPES.

" Eternal Hope ! when yonder spheres sublime
 Peal'd their first notes to sound the march of Time,
 Thy joyous youth began—but not to fade.—
 When all the sister planets have decay'd ;
 When rapt in fire the realms of ether glow,
 And heaven's last thunder shakes the world below ;
 Thou, undismayed, shalt o'er the ruins smile,
 And light thy torch at Nature's funeral pile !"—CAMPBELL.

Laurigerûm dominæ ! Parnassum habitare canorum
 Gaudentes, duplici findentem vertice cœlum,
 Adspirate mihi ; paulloque benignius ipsa
 Nectito, Calliope ! carmen, cantusque moveto.

Dic, ubi primum acies immensas, armaque visu
 Horrida, sanguineo emisit Bellona flagello ;
 Custodes ubi primi hominum, geniique benigni
 Deseruère solum ; quum Pax pennata per auras
 Libertasque poli fines petière serenos ;
 Afflictos Spes sola homines comitarier audet,
 Nec linquit veteres sedes solitosque recessus.

Nuncque etiam curas omnes celeberrima divûm
 Dimittis, miserosque doces meliora fovere ;
 Languida seu morbo quassantur membra maligno,
 Seu mens ipsa suo cruciatur sæva dolore.
 Nata diis, spumosa maris quum cœrula vasti
 Nocturno vexat cum turbine sævior Euris,
 Æolus ac fervens ventos immisit in undas ;
 Nauta vagus pelagi quum tempestatibus actus
 Cogitur incertus solitos mutare meatus ;

¹ Dux in 1834.

Si tum forte animo spesce pectore remus
 Occurrit species, tu præbes illos lætantes
 Lætior instauras scilicet, forentia, lætiora
 Teque juvante deâ, dices æquumque ferar
 Et nunquam grati remittendis memine penar.
 Tu quoque, Nata diâ, potui miracula nati
 Ducentis somnum vigilanti in pectore æqui
 Volvit, suppeditas alimen nectimque furor
 Artus atque viri, valens oculoque nati
 Lata videt; subito cari pectore magni
 Occupat aspectus, et fœtas palmarum En.
 En! ubi nunc vultu rabidâ, viasque vagillâ
 Præcipites scandit rivos ripesque prælia
 Prospiciens late portum, longæque recessus
 Optatæ navis nunquam remeantæ remum
 Huic etiam Spes oculis adsens, læt specie amant
 Felicem reditum, et scilicet parat multa merita.
 Quumque bonus recessusque in portum nectitur amant
 Lecto, tu reseras arces nectimque æquum
 Ac dum sacrorum memini præsega, nati—
Adveniet terris lætæ venerandæ Janæ
Pura Salem—vides tu lætæ modumque nati
 Turba ministra Dei reditum, in artem pect
 Extendat tractus, lætæ nectimque æquum
 Jam coeli splendere vides nectimque prælia
 Angelicûm glomerata videri fœtas, nectimque
 Exultansque pect, nectimque æquum.
 Tuque etiam, Spes fœtas, pect nectimque æquum
 Gentes, quas adversa videri in nectimque æquum.
 En! ubi nunc acris glaciâ, nectimque prælia
 Occupat obstrictus æquum, nectimque æquum
 Sauromatarum arima; quæ nectimque æquum
 Siberia attritos accepit nectimque æquum
 Insidet his pallor vultu, spes nectimque æquum
 Jam superest, veteres nectimque pectimque æquum.

Ac viden ! ut tandem paucis labentibus annis,
Eveniunt clari, in mortem vitamve parati ;
Nec deest Spes constans, quâ frigens Irtisa luget
Compede marmoreâ, quâ pallens accola plorat
Abductumque polo solem, tenebrasque perennes.
Ecce ! etiam sylvis properant, ducente catervas
Teque deâ, Græci, sævos sternuntque tyrannos ;
Ac si forte favore tuo nunc consipit augur,
Græcia, quæ quondam famam super astra ferebat,
Ingenii poscet sacros præclara triumphos.
Jam video Musas reduces spatiarier arvis
Atque habitare domos notas, veteresque recessus :
Nunc etiam, ut quondam, suavis canit auspice Musâ
Pindarus, atque alter sævit sublimis Homerus ;
Æschylus, ante omnes venerandus fronte pœtas,
Victor ad extremos cantat Salamina nepotes.
Quò, mea musa, volas ? Cantus inhibeto benignos.

O ! Musæ patriæ, manibus date lilia plenis,
Spargite sanguineasque rosas, ac mœsta gementes
Nectite sarta manu : viden' ! ut nimbose procella
Intonuit ; regisque arces simul occupat igne ;
Cernitis ut populus mortem deplorat acerbam,
Atque pius tumultu lacrymas effundit honesto ?
Fertur et hinc Thamesis, sublimis flumine rivus,
Luctibus ingemuisse novis, ac, mœstior undas
Ceruleas sistens, fluctus revocasse tumentes.
Deseruit miseros Spes constans ipsa Britannos ?
Deseruit, nulla apportans solamina rebus ?
En ! subito nova lux oculis effulget, opacæ
Undique diffugiunt tenebræ ; mirabile visu !
Comis adest species, cœli in regione serenâ
Spes adstat, ramumque manu ditantis olivæ
Extendit, dictisque omnes solatur amicis.
“ Vos,” ait, “ egregii nunc tristia fata gementes
Quæ gelido primum tumultu imposuere Britannûm,

Desinite O! lacrymasque oculis abstergite amaras :
 Hic tandem rectis contraria fata rependens
 Exsurgit princeps, regum de sanguine, clara ;
 Pro galeâ durâ caput ornat dulcis oliva
 Pacifera, et manibus pro Martis cuspidè arista :
 Quum sese solio VICTORIA læta locavit,
 Tunc visa ipsa mihi labi Pax aurea cœlo :
 Cernitis ut fulgur longè venerabile frontem
 Occupat, et cœlum felix jam nuntiat ignis ?
 Jamque iterum referens Saturnia regna resurgit
 Fixa æterna polo sublimis stella Georgi.
 O! terra ante alias cœlo defensa benigno,
 Præclaris ducibus multos servata per annos ;
 Accipe perpetuæ fœcundæque omina pacis.
 Tu semper securâ tui, quanquam arma parârint
 Hispani, sævi aut Batavi, Gallivè feroces,
 Nomen cuncta tuum crescens in sæcla videbis ;
 Aurea diffundet de cornu Copia gazas,
 Fortunasque tuas semper venerabitur ævum."

1837.

GULIELMUS SHAW.

HORTUS.

Rura mihi rident viridantia gramine molli,
 Et frondes altas nobilis arbor habens.
 Undique purpureis onerantur fructibus agri,
 Lucida cum tenero cespite terra viret.
 Nunc fundit modulos coelestes dulcis hirundo,
 Ver decorat blandum floribus arva novis :
 Et semper spirat genitabilis aura Favoni,
 Tranquillus radiat nunc sine nube dies.
 Non raucus clamor faciles mox impulit aures,
 Nec lituus resonans horrida bella ciet :

¹ Dux of the Greek Class in 1837.

Agri sed dulces vernant montesque superbi,
 Arbor habet frondes, pabula mollis humus.
 Auræ jucundæ semper mittuntur ab alto,
 Ac pluviâ leni nunc rigat imber humum.
 Hortus et induitur frondens jam floribus udis,
 Quem sol splendescens undique luce fovet :
 Illic nunc crescunt violæ atque rosaria spirant,
 Et pomus fulget floribus alta novis :
 Atque thymus radiat felix, et lilia canent,
 Ac matutino rore madescit humus.
 Luxuriosa tumet fœcundo in palmitæ gemma,
 Ficus florescit nunc onerata comis :
 Pingitur et variis rubicunda coloribus Hybla,
 Sanguineo pinguis myrrhæ cruore fluit.
 Spissus nunc hederâ ornatur pallente corymbus,
 Undique sub ramo nobilis uva latet.
 Sampsuchum extendit longe sua brachia dulce,
 Flores æternos atque amaranthus habet.
 Jamque vagantur apes parvæ per amœna vireta,
 Spumescunt pressis suavia mella favis :
 Et nunc fragrantem vernans rosa spirat odorem,
 Pallida resplendet littora myrtus amans.
 Fœcundo mitis redolet vindemia fructu,
 Cura fugit, "multo diluiturque mero."
 Stipantur pateræ vino prunisque Damasci,
 Palladis arbor habet fronde virente decus.
 Cernitur æstivus flos nunc redolentis anethi,
 Non formica rapax semina grata capit :
 Et cerasum ramos pendentes fertile vexat,
 Frugibus effulget nunc lapidosa pyrus.
 Spectatur non unquam oculis inimica coramble,
 Sed nunc sanguineum grana "papaver habet."
 Arbor maturos fructus nunc educat omnis,
 Subrident agri ; nunc nemus omne viret.

1844.

PETRUS COSENS.¹¹ Dux in 1845.

VALEDICTORY ADDRESS DELIVERED BY GEORGE A. TAYLOR, DUX AT THE ANNUAL EXAMINATION IN THE YEAR 1827.

[From the original, obligingly furnished by the dux's brother, Robert Taylor, Esq., Advocate, Carfrae, East Lothian.]

“QUANTA, dilecte Præceptor, quotque fuerint tua in nos impensa beneficia, haud enuntiari potest verbis. Per duos jam annos ego tuis sub auspiciis literarum studio dedi operam; nec ullam certe partem vitæ egi, vel lætiores, vel utiliores. Te duce, libros Veterum multos dulcesque nos recte decurrimus. Bono exemplo mentes nostras magis magisque firmasti; bona doctrina benevolus atque animo studiosissimo ditasti. Omnia ad diligentiam et industriam incitamenta usque proponebas: omnia fructui nostro aptabas, tam ad mores quam ad studia pertinentia: consilium in re omni dabas benignum: iis omnibus, quicunque re aliqua studium enitendi præstabant, indulgebas addebasque animos. Rite severus eras; simulque tamen mitis ac paternus: cura omnium nostrum erat mira: benevolentia et amor cuncta decorabat facta. Patientiam semper adhibebas placidam: nunquam, ne minima quidem ex parte, summæ studii vires defecere; nos autem omnes ut edoceres, quantum fieri potest, enixus es: nulla, dum hos intra parietes congregati sedebamus, vana fugiebat hora; horæ nullum perdebatur etiam momentum. Hic fons est, unde omnes, et divites pauperesque licet scientiam large nobilem, Græcas literasque Latinas, bibere; hic locus, ubi quodcunque sit bonum atque honestum dociles discere: hic sane omnino puerorum ad commodum res spectant; atque dum Veteres discimus, Bibliotheca gratis omnem suppeditat scientiam. O! per annos innumerabiles, domus hæc Musarum insignis floreat: tempus in omne hanc

urbem illustret nobilem ; atque, cum brevi in alium melius accommodatum locum doctrinæ sedes transferatur, in dies gloria crescat.¹ Maximas tibi, care Præceptor gratias quidem debemus, semperque debebimus. Quis est ex condiscipulis omnibus meis, qui hæc non sentiat, vel cui ea sentienti non quædam effusa lætitia oboriatur ! quis est cui ea, nunquam oblitteranda, haud alte imprimantur in pectore ; qui te (præceptor enim, ut bene monet Quintilianus, pro parente mentium a discipulis habendus est) non amet, non grata memoria semper, dum vita manebit, amaturus sit ! Et quo pacto nobis est hæc melius assequi maxima erga nos merita, tuis nisi, cum hæc diu nota ac dulcis ut paterna domus tandem sit relinquenda, præceptis optimis quam optime utendis, summa ope nitendo ut tua aliquo modo recta legamus vestigia, summa opera, dum ætas faventque omnia, literarum studio danda, et liberalium artium ; atque ita in via, qua nos tam benigne et assidue duxisti, usque pergendo ? Ergo nos quidem discipulorum partes piorum agamus : recordantes tua consilia, et ante oculos tuum habentes egregium exemplum, usque doctrina utili, quæ ad virtutem nobilem atque ad felicitatem facillimum pandit iter, mentes ornemus ; usque, in quacunque simus conditione vitæ, diligentiam industriamque amabilem prudentes exhibeamus ! Te vero, doctorum decus virorum, cunctis cum tuis imitatoribus, vivum amabunt omnes ; teque, ut verba Horatii mea faciam,

— aget penna, metnente solvi,
Fama superstes.

Hunc tibi, carissime Præceptor, librum, parvulum, verum, tamen, pignus amoris in te nostri sinceri et ingentis, ego condiscipulique animis gratis condonamus, cujus tibi nunc offerendi mihi jucundum munus est mandatum. Ut accipias oramus.”

¹ The allusion here is to the contemplated removal of the school from Infirmary Street, to its present site on the Calton Hill.

To the preceding Address, Dr CARSON, the Rector, made the following reply :—

“Tibi, juvenis carissime, vobisque omnibus, qui me tanto talique munere cumulastis, maximam gratiam habeo. Beneficio tam amplo ornatus, haud equidem immemor vestrae benevolentiae erga me perspectatissimae unquam arguar : Patiarne igitur ullam oblivionem delere memoriam ingenii, diligentiae, probitatis, quibus per totum fere annum me summo gaudio perfudistis ? An hodie expectationem, quam concitastis, sustinere ac tueri potueritis, dijudicent alii : at ego qui vobis quotidie adfui, qui impetum animi ardoremque mentis quotidie perspexi, qui amorem literarum indies crescentem intuitus sum, cogitatione praecepi gloriam vestram in rebus humanioribus futuram ac progressus insignes.

“Nolite tamen existimare vos jam eruditos evasisse : saepe in mentem uniuscujusque vestrum veniat, annos juveniles studiis optimis esse maxime amicos : animos igitur teneros sedulo imbuite bonis opinionibus, bonis moribus bonaque doctrina. Nunc adamate literas ; annos crescentes ornabunt, seniles solabuntur.

Nunc

Ætatis breve ver, nunc primos carpite flores :

Αἴψα γὰρ, ὥστε νήμα, παύειχται ἀγλαὸς ἥβη,

Οὐδ' ἴππων ἔμψυ γίγνεται ἀντίετη.

“Deus ipse faxit, ut spes quā de vobis omnibus teneor, et vota quæ feci, sint fixa et in perpetuum rata.”¹

HORAT. ODE III. 13.

O fons Bandusiæ, &c.

“Γαλφ ὅμοια πηγῇ

Γλυκέος μὲν ἄξι οἶνου

¹ To Dr Carson, the learned Ex-rector, I am indebted for the MS. of the above Address.

Στέφανων τ' ἄρ', αὐριον μὲν
 "Εριφος δοθήσεται σοι"
 "Εριφος μὲν, οἱ μέτωπῳ
 Τὰ κέρατα βλαστάνοντα
 Προλέγει τ' ἔρωτα αὐτοῦ
 Πόλεμους τ'· ὅλως ματαίως·
 Κρυερὰς γόνος χαράδρας
 Μόλυν' ἀγέλης ἀσελγούς.
 Σέθεν οὐδέ Σείριον μὲν
 Χρόνος ἄπτεται φλέγοντος·
 Σὺ ἐράσμιον κρύος δέ
 Κεκοπωμένοις τε ταύροις
 'Αγέλη τ' ὅλη πορίζεις.
 Σὺ τε γνώριμος γενήσῃ
 "Οτ ἐγὼ μὲν ἦσα πέτρας
 "Οθεν ὕδατ' ἤχέοντα
 Καταπηδάουσι σοῦο.

1822.

DAVID-JOHNSTON MACBRAIR.¹

 ΑΘΗΝΑΙ.

'Αρχαῖα πόλις ἦν, 'Αιγύπτιοι εἶχον ἔνοικοι,
 Κεκροπία, τὸ καλὸν κλεινῆς τῆς Ἑλλάδος ὄμμα,
 Πλούσιον ἦν ἔθνος, καὶ γοῦν πολέμῳ ἀδάμαστον.
 Σὺν δέ θεοῖς ἡκμάζε πόλις, τὸ δ' ἐπώνυμον ἄστρ
 Παλλὰς πόλ' ἀγαπῶσ', ἱερῶν ἐστῆκεν 'Αθηνῶν
 Δαίμων ἡ πολιὰς. Τεχνῶν ἦν ἐνθάδε πατρίς,
 Τοῖς δ' ἐν ὄροις ἀγανὴ μὲν ἅπασιν ἐθάλλε Μάθησις.
 "Ενθα ἡ οὐρανόθεν κατιόνουσα, περιστρωειδῆς
 Φαντασία Μούσαις ἐπεδείκνυ λαμπρὰ μὲν εἰδῆ.
 'Αλλ' οἷσις μέτροις ἱκανῶς αὐτῶν τὰ μὲν ἄθλα
 Τὰς δ' αὐτῶν νίκας ; πῶς πάντα στρατεύματα θήσω ;

¹ Solicitor before the Supreme Courts, Edinburgh, since 1833.

Ἰστίᾳ τῶν τε νεῶν λευκῶντα τὰ κύματ ἄπειρα ;
 Χάϊρε μὲν ἀφθαρτὴ, πάσης τῆς Ἑλλάδος εἰλαρ,
 ὦ Μαραθῶν, καὶ νῦν πέδ' ἐλευθερία περιηχέι
 Μιλτιάδου δ' ὄνομ' ἐξ ἀνεμῶν ἐπακούεται αἰεὶ.
 Μηδὲ καὶ, ὦ Σαλαμίς, ἐν ἐμοῖς, ἀμφίρρυτος, ὕμνοις
 Λειφθῆσθαι ἄφατος, σοὶ ἔπαινοι δ' αὖτε μενοῦσι
 Μέχρις ἂν αἰγιαλοῖς καχλάξῃ κύματος ἀγῇ
 Ἐν τ' αὖται φώκαι ταῖς χοιράσιν ἡλιοῶνται.

1843. JOANNES FOWLER.¹

ON THE ACROPOLIS OF ATHENS.

Glory of Greece, when Greece was young,
 And towered her prowess on each height;
 Nurse of the brave, with trophies hung,
 To charm the youth's enraptured sight.

Now on thy airy column'd side
 Play the soft tints of parting day,
 Though not in all thy sculptured pride,
 Yet faintly streaked by wan decay.

Eternal as the rock below,
 To heaven thou heav'st thy dauntless head;
 Inshrined in thee the immortal glow
 That warmed thy great and mighty dead.

Long hush'd in death the minstrel's song
 That hymn'd their triumphs through thy halls;
 Yet though their praises were unsung,
 They live and bloom along thy walls.

¹ Dux of the Greek Class in 1843. The original of the above Greek Exercise is in the possession of Dr Carson.

Around thy feet in shatter'd piles
The wrecks of many ages lie ;
On million's dust the wild-flower smiles
That fix'd on thee the wondering eye.

Here rest the breasts that gladly beat,
When the faint soldier's dying voice
Was echo'd through each crowded street ;
Rejoice ! for victors we rejoice !

Those mouldering tombs that round thee rise,
Tell where the sage or warrior sleeps ;
To these young fancy turns her eyes,
And o'er the past in silence weeps.

Still warmer tears bedew the stone
That rises fresh in Theseus' cell ;
Where worth and learning sleep alone,—
That fell when youthful Tweddel fell.

1822.

WILLIAM-URQUHART ARBUTHNOT.¹

ODE TO SPRING.

COME, ever-welcome, blooming Spring,
And with thee all thy blessings bring,
To cheer the drooping year;
Drive blust'ring Winter far away,
And show again thy genial ray,
To soothe the rigid air.

Command the madding winds to cease,
And calmly breathe thy tender peace,
To hush the angry storm ;

¹ Dux in 1822.

With infant verdure deck the ground,
And shed thy copious showers around,
The swelling bud to form.

Let fanning Zephyrs play around,
And through the whispering forest sound,
In concert with the stream
That winds along its murm'ring wave,
And wets the flowers with gentle lave,
Around its edge that beam.

Once more bring back the warbling race ;
Again let them thy entrance grace,
With many a festal lay :
Each blushing flower shall hail again,
Delightful Spring, thy brilliant reign,
Wide opening to thy ray.

And while we wander down the dale,
Where softly sighs the tepid gale,
We'll pluck the blooming flower ;
And weaving garlands smelling sweet,
Thee Mistress of the year we'll greet,
And own thy sovereign power.

1823.

JOHN M'CRIE.¹

FAREWELL.

LIVES there a mortal with so stern a heart,
Who,—in the moment he is doom'd to part
With a belov'd—a grey-hair'd Parent's hand,
And follow Fortune to some distant land,

¹ In 1836 he was appointed Rector of the Normal Institution, Glasgow; and he died October 4, 1837. See Life of Dr M'Críe, pp. 401-3.

While the sad accents of the faint Farewell
Thrill through each bosom like a funeral knell,
Or awful as the sound when falling earth
Strikes the low bier of her who gave him birth,—
Can,—while imagination's feverish workings roll
A flood of horrors on his fainting soul,—
Restrain, amidst that rush of filial fears,
His heart from anguish, and his eyes from tears ?

Or is there any here, whose young eyes beam
With hope and rapture on life's glittering stream ;
To whom, with magic touch, remembrance rears
Each tender object of his infant years,
In tints as bright as Fancy e'er employs
To paint our coming—our untasted joys ;
Who now prepare the world's wide stage to tread,
As future rivals of the illustrious dead ;
Whom Fame and Honour beckon to those fields
Which proudest harvests to the victor yields ;
Who do not wish, when glory's course is run,—
The shouting ended, and the olive won,—
To seek some scene, which those with whom they strayed
Have filled with loveliness that cannot fade :
Groves which have often echoed with their games ;
And trees inscribed with loved companions' names ;
To which, even now, their heaving bosoms burn,
With ardent wishes, that they may return ?
There cannot be ;—Even infants by their cries
Proclaim their sufferings when a parent dies ;
And vulgar spirits never stood unmoved
At separation from the friends they loved :
Such griefs of human nature form a part,
A holy cement binding heart to heart ;
All can respect them,—each their force admits,
Whether with the Booby or the Dux he sits ;

Though some may think him hypocrite or fool,
Who speaks of sorrow when he leaves the school.

Yet there are many here who have impressed,
In glowing characters within their breast,
Feelings which bid them seize this parting hour
As best befitting to express their power.—

To them their country an arena yields
In splendour equal to the Elean fields,
When Grecian States their chivalry arrayed,
And staked their honour on some champion's head.

What land, indeed, in all the arts of peace,
Transcends thy myrtle-covered shores, O Greece !

What people ever drove Bellona's car
Steadier than thine amidst the storms of war ;

And where are glory's laurels seen to wave,
Over the wise, the virtuous, and the brave,
Bestowed by that correct, impartial hand,

Which once was thine—fair Freedom's dearest land ?

None could be named, did not thy daughter live ;

Who, to those beauties thou alone couldst give,
Adds all those sterner virtues, which become

Thy daughter equally,—immortal Rome.

Yes—yes, Britannia, you have equal claim

To a bright portion on the roll of Fame ;

The latest times shall tell 'twas you that bore

Peace, Arts, Religion, to earth's farthest shore ;

Yes,—future Minstrels shall with rapture sing,

How Earth, astonished, heard your gauntlet ring,

When your dread lion, roused by war's alarms,

Dared to the contest the whole world in arms ;

How some, your warriors and your statesmen led,

Who hailed life's morning from a lowly shed.—

What feelings should a generous youth possess,

Who sees before him such a scene as this ?—

Can he forget that those whose mighty deeds,
Like some bright pole-star, each adventurer leads,—
Who, in the lists of glory, makes a claim
To the best honours, or a deathless name ?
Can any here forget what Grecians gave,
To those who made them good, and wise, and brave ;
How to their Fanes the hecatomb was led,
How hymns ascended, while the victims bled ?
Those times are past :—yet, should the grave unclasp,
From its appalling, adamantine grasp,
One of those heroes who, like meteors shone,
When Persia bit the dust at Marathon ;
And were the mighty chieftain to demand,
From you, the offspring of this far-famed land,
What are the honours Scotland's sons bestow
On those from whom their fame and greatness flow ;
Were he to ask, how Britons him reward,
Or how, like Greeks, they testify regard
For him, who ablest wields the power divine
Of leading votaries to Minerva's shrine ;
For him, whose tender and impartial zeal,
Each tongue acknowledges—all bosoms feel :—
Would *We* not say——“ Our country cannot boast
“ Of marble temples studded round her coast,
“ Yet she has offerings which by far surpass
“ The Parian columns,—the Corinthian brass ;
“ For though we leave a worthy Master's care,
“ Still in his interests all his scholars share ;
“ To him their kindest thoughts are known to bend ;
“ For him, and his, their fervent prayers ascend,
“ That heaven its blessings on his paths may shed,
“ And wreaths of honour twine around his head ?”
Nor shall those bosoms which delighted thrill,
And hearts, which love and admiration fill,

When Scott's and Byron's pens sublimely tell
 How Patriots triumphed, and how Warriors fall,
 Remain unmoved, when they shall hear that Fame
 Has stamped her tablets with a school-mate's name :
 Yes—he shall live unloved, and die unknown,
 Who will not hold their praise as part his own,
 When *Gunn*,¹ and *Plaine*,² who here have rivals been,
 Shall shine, as leaders, in some mightier scene ;
 When myrtle blossoms, which near Athens grow,
 Shall mix with olive round our *Murray's*³ brow ;
 Or when the much-loved *Gowan*⁴ shall redeem
 The pledge he tendered at life's opening stream,
 What time *we* saw him, with unfeigned delight,
 Clasped to the bosom of kind-hearted *Knight*.⁵
 And if the martial trumpet even now calls,
 Some dear companion from these peaceful walls,
 To where the youthful soldier shall be laid
 By the cruel sisters in a gory bed,
 Let but the laurel with the cypress wave
 Over our gallant friend's untimely grave,
 Then will our *Home*⁶ take up his Border lyre,
 So famed for strength, for melody, and fire ;

¹ *W. M. Gunn*, the Dux of the Latin Class this year ; now one of the Masters of the High School.

² *John-James Plaine*, the Dux at three Examinations of Mr Irvine's Class ; and third Dux of the Rector's Class. Clerk in the Edinburgh Life Assurance Company's Office, 1825. This talented young man died at Grove End, Lasswade, June 28, 1838, in his 32d year.

³ *John Murray*, the Dux of the highest Greek Class ; and second Dux of the Latin Class.

⁴ *William Gowan*, "of whom all his Class-fellows have the very highest expectations." Dux in 1824.

⁵ *Mr George Knight*, who was many years a highly respected Teacher in George Street, Edinburgh, and at whose school the writer of these lines first became the school-fellow of *William Gowan*.

⁶ *Alexander-Kinloch Home*, "son of Professor Home." He died February 25, 1827, aged 18 years.

Then will he wake such numbers as impart
 A healing virtue to the parent's heart ;
 And place the son amongst the great and good,
 Beyond the violence of oblivion's flood.

But should foul Envy, with her poisonous breath,
 Threaten some virtuous youth with worse than death ;
 Though Slander's shafts fall round him like a shower,
 And bad men on him their reproaches pour,
 Yet shall the ill-used man superior soar
 To all the tempests that around him roar ;
 If in this world's concerns *he* bears a part,
 Our ablest Poet, and our noblest heart,—
 His buckler, like brave Dunois',¹ shall extend
 Over the safety of his injured friend ;
 And should the clouds of death, which round him roll,
 Bear off to happier scenes the sufferer's soul,
 In his last struggle he shall raise his head
 To ask *M'Crie*'s² to vindicate the dead ;
 Then shall the proudest of our land admire,
 A son, the rival of his virtuous sire,
 In making rosy wreaths, and laurels bloom,
 Around the Martyr's grave, and Patriot's tomb.

My panting Muse would skim along those skies,
 Beneath whose cloud-veiled face the future lies ;
 And, ere thy footsteps bid these scenes adieu,
 Would tell, my *Greig*,³ what honours wait on you :
 In thy bright temple Fame—O ! let her bend
 Until she notes the achievements of my friend.

¹ " An illustration might have been drawn from Virgil or Homer ; but the writer thinks he has obtained one not less apt, and, he hopes, equally agreeable, from ' Quentin Durward,' the last, and, perhaps, the ablest of the Scottish Classics."

² See p. 339.

³ *John Greig*, " son of the Minister of Dalmeny." He afterwards settled as a Surgeon at Queensferry, where he died May 5, 1836.

It must not be ;—her feeble pinions fail,
And now around me falls that thick dark veil,
Which, at the bottom, rests on man's abode,
But stretches upwards to the throne of God :—
Still, still I hear, a loud, and cheering noise ;
The hearts of hundreds uttering with one voice,
“ That though these rooms like bubbles soon must burst,
And, like their founders, crumble into dust,
Yet underneath these roofs have friendships risen,
To bless on earth,—to gladden souls in Heaven ;
That those attachments, which our bosoms swell,
Are sealed, not broken, by this day's FAREWELL.”

1823.

DAVID SLOAN.¹

CALEDONIA.

HAIL Caledonia! dear though rugged clime!
Heaven speed thy cause, while rolls the course of time—
Be mine the task to sing thy deathless praise,
A theme the dearest to my humble lays!
Land of the fearless! whose proud banners wave
Defiance stern o'er each invader's grave:
Land of the faithful sons of free-born sires!
Whom quenchless love of liberty inspires:
Land of the thistle! land! whose echoes wake
Round stream, and heathy hill, and glassy lake:
Land of the mist—blue mountain, towering high,
Whose snow-clad summit spikes the summer sky:
Land of dark woods, lone glens, and fertile vales,
Of circling seas, oft swept by swelling sails!

¹ Now a Surgeon at Maitland, New South Wales.

Land of the lashing surge! Beloved isle
 Where ruddy health, and generous plenty, smile!
 What realm, O Scotia! may with thee compare.
 Thy sons are graceful and thy daughters fair:
 Their's is a home beneath the stormy north,
 But shrined and sacred in its native worth:
 Fair Science there, and Learning deign to dwell,
 And grace the hamlets of each lonely dell:
 They teach the rights of freemen, and proclaim
 The simple faith which gives the Christian name.
 Hence, Scotland! hence thy glory! hence thy power
 To crush despotic sway in peril's hour.
 Oh! may thy children cherish knowledge still,
 And guard the sacred fountain whence distil
 Heaven's choicest blessings o'er their favoured land.
 To know their rights, and knowing to command,
 Let them but feel, "*that knowledge still is power,*"
 And Scotland still, tho' dark oppression lower,
 High o'er the raging main shall hold her seat,
 And iron despots quail beneath her feet.
 Her sons still scorn to wait a tyrant's nod,
 Crouch at his feet and servile kiss the rod.
 The banner of their freedom, and their faith,
 Wave proudly still, e'en o'er the field of death,
 Fan into ecstasy their patriot fire,
 Or cool their fevered cheek ere they expire!

* * * *

Here sweetest Poesy, in days of yore,
 Unrolled her heavenly gift of mystic lore.
 'Twas here she smiled on Fingal's gifted son,
 The warrior-Bard! whose laurels bright were won
 On tented field, and in the festive hall,
 When met the mountain-chiefs at kingly call—
 Mused on the glorious "*days of other years*"—
 The chieftain's toils—the tender maiden's tears—

And bade the minstrel sing the deeds they dared,
Those feats of arms the Minstrel's self had shared.
'Twas here too, round the streams of Hawthornden,
Flowed the sweet strains from Drummond's lyric pen ;
Here Ramsay pictured in the garb of truth
The simple lives of Scotia's pastoral youth ;
Here Thomson, thoughtful, marked the year unfold,
And sung sublime, the Seasons as they rolled ;
Here, pondering History's and Nature's page,
Home sung the feudal deeds of distant age ;
Here Burns first woke his slumbering muse to fire,
High soared to heaven and stole a seraph's lyre.
Here pious Graham revered heaven's high command,
And sung the Sabbaths of his native land ;
Thy scenes, O Scotia ! mighty Byron loved ;
Their grandeur fired his soul where'er he roved :
In youth he loved them, and thro' many a clime
They roused the ardour of his soul sublime.
These are the sons of song ! the mighty dead !
Whose spirits from this land of life are fled ;
Scotia dearly loves each honoured name,
And genius gives their works to deathless fame ;
They live in kindred hearts, and every scene
They sweetly sung, shall keep their memories green.
Spirit of Poesy ! who in bygone days,
Didst oft inspire the bold and breathing lays
Of Scotland's Bards ! thy influence is not gone.
Would I could tread abroad with poet's eye,
And sing thy scenes with poet's ecstasy ;
Would I could sun me in the living light
Which sheds on raptured bard its influence bright,
Which beams on Scotia's SCOTT, auspicious name !
Strung on the bead-roll of undying fame.
'Tis well, when wandering life's dull waste along,
To point the view to many a child of song.

They loved the rugged clime that gave them birth,
And sung its glories to the "*listening earth*."
Immortal Bards ! aught could my verse avail,
I'd sing your well-earned worth in every dale :
Repeat your strains to every crystal stream,
Till every rock re-echoed back the theme,
But ah ! my song would ill befit your lays,
And yield but poor encomium to your praise.

1830.

JOHN-INNES-CRAWFORD LOCKHART.¹

THE TEMPEST.

The sun shone bright on the waves so light,
And the fishes round did play,
As in awful rest on ocean's breast
Our gallant vessel lay.

Not the slightest breeze did curl the seas,
Nor wav'd the streamer blue,
But a scorching sun and the hour of noon
Oppress'd the hapless crew.

The sailor sighs as he views the skies,
And the ocean's tranquil rest,
And he shakes his head, for a presage dread
Torments his anxious breast.

The sky grows dark o'er the wand'ring bark,
And the sails are drench'd in rain ;
While with awful sweep, o'er the trackless deep,
Bursts the wild hurricane.

¹ Now resident in Montreal.

Loud thunders peal, with tremendous swell,
The mountain billows rise,
And in dread career, through the welkin drear,
The livid lightning flies.

Now, high the masts on a wave's white crest,
To the sky's black tapestry tower;
Now headlong hurl'd to the nether world,
They sink 'mid the main's wild roar.

The bravest quail 'neath the awful gale,
The spreading sails are riv'n,
And hope departs from the crew's sad hearts,
As they lift their eyes to heav'n.

Bright dawns the day, but where are they ?
Nought on the main is seen,
Save a shatter'd wreck on the billows black,
To tell that they once have been.

1839.

WILLIAM INGLIS.¹

GREECE.

CLIME of the brave, how fallen now !
Where are thy sons who once were free ?
No laurel decks the Victor's brow
In the dark land of slavery ;
For ruin swept their land of light,
With'ring their hearts as with a blight.

No Roman eagle from on high
Sprung with destruction on its breath ;

¹ Student in Divinity, United Presbyterian Church.

No foe destroyed thy liberty,
 No foe gave up thy sons to death,
 Till their own hand had struck the blow,
 That laid their climes for ever low.

O Greece! where are thy honoured brave,
 Who for their homes and country bled!
 Alas! there was no hand to save,
 No voice to warn them from the dead;
 No one like these to set them free,
 The heroes of Thermopylæ.

It were a noble task to tell
 Of these few Spartans' glorious fame;
 Well may the Grecian bosom swell
 At mention of their honour'd name;
 But nothing save the long rank grass
 Now marks where sleeps Leonidas.

And nought to mark where Homer strung,
 And swiftly swept the quiv'ring lyre;
 Where Sappho mournful numbers sung,
 Inspired with all the heavenly fire;
 But lo! the Muse on bended knees
 There weeps above Simonides.

1841.

ALEXANDER-MONCRIEFF GORDON.¹

 EVENING.

FAIR hour of Poesy's and Passion's dreams,
 Of sweetest breezes and of purest beams,
 Rich clouds, and twinkling stars, and balmy dews,
 Come, loveliest theme, and be thyself my Muse;

¹ Accountant, Royal Bank of Scotland, Leith.

Breathe o'er the lay, which fondly tells thy praise,
The splendour of thine own voluptuous rays,
The colours of thy bright and varying skies,
The music of thine airy melodies.

For thou art lovely, Evening! I have felt
My soul beneath thy gentle influence melt,
Which lends to ev'ry scene and ev'ry tone
A mild and pensive softness all its own.
The shadows lengthened by the sloping light,
The gleam which lingers on the purple height,
The gale that whispers through the cool arcade,
Formed by the dark green chestnut's massy shade,
The lake which burns one sheet of yellow fire,
The knell resounding from the distant spire,
The echoes which the circling hills prolong,
The raptures of the wild bird's piercing song,
Ev'n the rich music of the mellow horn,
Which swells so loudly on the breeze of morn,
The blithest sounds, the gayest forms, receive
A tinge of sadness from the spells of Eve.
The spirit of sweet melancholy floats
O'er all her scenes, and thrills in all her notes,
Breathes in the fragrant languor of her sigh,
Weeps in her dews, and blushes in her sky.

How sweet it is, at that enchanting hour,
When earth is fresh with April's sunny shower,
To wander through some green and quiet lane,
O'erhung with briers, and wild-flowers moist with rain,
And view the Sun, descending to his rest,
Lead his bright triumph down the gorgeous West.
Amidst the glories of that radiant sky,
Dun wreaths of cloud, with crimson dappled, lie
Like the dark curls, with roses crown'd, which play
Around the brow of some fair queen of May;

And dusky streaks, on which the sunbeams throw
A lurid mellowness, a sullen glow,—
Whose blotted masses seem, to fancy's sight,
Blue hilly isles amidst a sea of light,
Rugged with many a crag's fantastic shape,
And swelling ridge, and far-projecting cape.
Dyed by the sinking rays, the heavens assume
A brilliant tint of deep and rosy bloom,—
The lovely hectic of declining day
Height'ning its charms, and marking its decay :
From hue to hue the varying splendours fade,
And melt into a pale and saffron shade.

But see the broad and yellow moon emerge
Upon the dim horizon's eastern verge,
In cold and ghastly beauty. Tree and height,
River and plain, are starting into light.
How beautiful its gleams of silver fall
On the bright lattice, and the flower-clad wall
Of snowy cottage, or the Gothic tower
Of some grey church which tufted yews embower !
How fair is yon meek wand'rer, as she strays
Through filmy shades which scarce conceal her blaze,
Or measures with her cold and pensive eye,
From some clear island of cerulean sky,
The billowy ocean of pale clouds around,
O'er which her lone and nightly course is bound !

Thine, gentle Evening, is each power that binds
In mystic harmony united minds ;
And lulls to soft repose in verdant bowers,
Amidst a glowing paradise of flowers—
Of sparkling streams, and spicy gales of bliss,
The wayworn pilgrims of a world like this.
Thine is the tenderness whose blameless joys
No guilt pollutes, and no remorse alloys ;

The rest which soothes the tortur'd spirit's strife,
 The fairy graces of domestic life.
 Thine is the prayer lisp'd forth, with downcast eye
 And lifted hands, by kneeling infancy,
 And thoughts of solemn awe and grateful love
 Which link mortality to realms above.

Come ever thus, sweet Eve, and let thy smile
 The sorrows and the toils of day beguile ;
 And as thy starlight dew and cooling breeze
 Revive the swarthy turf and drooping trees,
 Paint ev'ry sunburnt flow'r with richer bloom,
 And bathe the plains in moisture and perfume.
 Thus let thy moral charms, with influence kind,
 Repair the wither'd verdure of the mind ;
 And thus to fresher life and brighter hue
 Each languid hope and faded joy renew.

1845.

FRANCIS RICHARDSON.¹

III. RECTORSHIP OF DR SCHMITZ, commencing January
 1846.

TIB. ET C. SEMPRONIUS GRACCHUS,

NEQUICQUAM Juno ventos immisit in æquor
 Tyrrhenum, Italiæque per urbes misit Erinnem ;
 Nil classis combusta, gravis nil profuit ira :
 Surgit Roma potens, victo dominabitur orbi.
 Altera Troja novas, antiqua clarior urbe,
 Leges Argivis dixit victoribus olim ;
 Hannibalisque immota tonantis ab Alpibus ignes
 Sustinuit, belli certamine fortior omni.
 Sed quibus invictis cessit regina Deorum,
 Terribilesque manu Græci divinaque Poeni

¹ Student, Caius College, Univ. of Cambridge.

Ars, in Romanos Romana trahunt miserandum
 Delicta imperii casum diramque ruinam.
 Namque aurum sitientis opumque cupidine ductæ
 Curia avarities populum miserum urguet; egestas
 Frangit dura animos, hostili fortior ense.
 Sed duo cum juvenes, clari virtutibus orbem
 Per totum, æquales ausi componere leges,
 Justitiam renovare volunt, quid, dic mihi, causæ est,
 Cur non in melius possint res, vertere, sic ut
 Res Romana novis oriatur viribus aucta?
 Sæva manus procerum effrenata ira rapiuntur,
 Volventesque dolos et tristia funera mente,
 Fratribus immeritis imponunt perniciem, ex qua
 Ipsi nascitur et Romæ immedicabile vulnus.
 Urbs etenim cecidit, simul ac Gracchi ceciderunt;
 Antiquæ periit libertas gloria Romæ;
 Nomen Romanum vox atque levi simile umbræ est.
 At vestræ, O fratres! floreunt cuncta per æva
 Laurus non hominum cæsorū sanguine tinctæ;
 Vobis laus dignis nunquam peritura manebit.

1847.

C. R. SCOTT.¹

SHAKSPEARE'S JULIUS CÆSAR, ACT III., SCENE 3.

ὦ νῦν φίλοι καὶ συμπολίται πρόσχετε
 τὸν νοῦν ἐμοῖς λόγοισι· τὸν γὰρ Καῖσαρα
 θάψων καθήκω νεκρὸν, οὐκ ἐπαινέσω.
 ἃ μὲν κακῶς ποιοῦμεν οὐ θνήσκει ὅταν
 ἡμεῖς, τὰ δ' εἰς ταφὰς καλῶς εἰργασμένα
 ἡμῖν σὺν αὐτοῖς πολλάκις κομίζεται.
 τί οὐ τὰ τοῦδε; Βρούτος ἐκπρεπῆς λέγει
 φιλότιμος ὡς ὁ Καῖσαρ ἦν· τόδ' εἶγε δὴ
 οὕτως ποτ' ἔσχε, δεινὸν ἦν, δεινῶς γε καὶ
 ὁ Καῖσαρ ἀντίσχε. νῦν δ' ἐμοὶ δοκεῖ,

¹ Dux in 1847.

Βρούτου τ' ἑάσαντος πάλαι, καὶ τοῦ φίλων,
 (αὐτοὶ γάρ εἰσιν ἐκπρεπεῖς, Βρούτος θ' ὁμοῦ)
 περὶ Καίσαρος λέγειν. ἐμοὶ μὲν ἦν φίλος,
 ἴσος τ' ἀεὶ καὶ πιστός. ἀλλὰ Βρούτος ὡς
 φιλότιμος ἦν καὶ Βρούτος ἐστὶν ἐκπρεπής.

1847.

C. R. SCOTT.¹

CHILDHOOD.

* * * * *
 BLEST Childhood ! thee no darkling cares annoy,
 No gloomy sorrows cloud thy course of joy ;
 But Gladness smiles upon thy joyous way,
 Where many a flow'ret blossoms sweetly gay.
 And Hope discloses to thy gladden'd sight
 Fair fields of future pleasure, rich and bright :
 While in thy dreams her image seems to rise,
 And point to distant lands of cloudless skies.
 Then, when no care our glowing spirits knew,
 And all was fair, and all of sunny hue,
 How sweet our games beneath the elm-tree shade,
 And all our wand'rings o'er the mossy glade.
 And when Aurora, from her eastern bed,
 O'er hill and vale her radiant glories shed,
 And streaks of redness lengthening o'er the sky,
 Shew'd the fair daisy ope its dewy eye,
 How sweet with youthful friend to bend our way
 'Mong flowery landscapes stretching far away,
 And mark, high soaring from his grassy nest,
 The shrill lark rise to greet the dawning east,
 And fair-plumed birds on ev'ry bending spray,
 With glad song hail the glorious king of day.

¹ Dux in 1847.

And now within some far, secluded glade,
 Where silence woos the deep and cooling shade,
 We wander on, and trace the rural scene,
 Where sportive lambkins frolic o'er the green,—
 And mark the ancient tower of mouldering stone,
 Where armies fought, in ages long bygone :
 Now Time, triumphant, rules the lonely halls,
 And his fell scythe still rubs upon the walls ;
 The lofty turrets falling, court the ground,
 And ivy twines in clustering wreaths around.
 And now we trace the stream where willows weep,
 Or mount the grassy hillock's gentle steep,
 'Mong heather's purple bloom, so simply gay,
 Where cooling breezes fan the sultry day ;
 And hear the note from yonder thorny tree,
 The dark-plumed blackbird pours along the lea.
 Here would we roam, till ev'ning shadows threw
 Their misty veil o'er heav'ns expansive blue,
 And in the west, the parting crimson glow
 Proclaim'd that Phœbus bright had sunk below ;
 And from his toil the peasant hied to sleep,
 And gentle Luna peer'd above the steep.

* * * *

On soft-spread cradle laid, in sweet repose
 An infant sleeps, nor dreams of coming woes ;
 And can a form so gentle, fair, and mild,
 Become the prey of passions fierce and wild ?
 Can sorrow's drop bedim that lovely eye ?
 Can that soft bosom heave the swelling sigh ?
 Ah ! ev'ry soul the ills of life must brave,
 And trace the path that leads unto the grave ;—
 Must ride on life's rough ocean-tide forlorn,
 And brave the storms on wrathful pinion borne.
 But who can tell what fate thy soul shall know ?
 Or bright with joy, or sad with gloomy woe ?

Perhaps on Sorrow's path condemn'd to stray,
No kindly star shall cheer thy lonely way ;
And far on life's tempestuous ocean driven,
Thy soul shall find an early home in heaven.
Or Joy shall smile, auspicious like the morn,
And gladdening Plenty show her bounteous horn ;
And round thee, free from jealousy or guile,
Thy blooming children cheer with many a smile.
Where'er thou art, where'er thy footsteps go,
Whatever Genii guide thy path below,
Still may Religion smile upon thy way,
And light thy path with many a cheering ray ;
And oh ! forbear the haunts of sin to try,
Nor tempt the shades which please the spell-bound eye ;
For Vice, though harmless seems to outward sight,
And clad in luring garments soft and bright,
If once indulged, will ply his stealing art
To spoil the good that dwells within the heart.
Till soon, perchance, fierce barb'd with death and woe,
His murderous dart shall strike the fatal blow.
So the fair ivy clasps, with tender love,
Some stately fir, the pride of all the grove,—
But like the snake that hugs its fated prey,
—Before it crush the spark of life away ;
So the fair tree it clothes with lovely green,
And with unfading beauty cheers the scene,
But soon, alas ! its boughs for ever dead,
The leafless fir-tree droops its wither'd head.

1847.

JAMES RITCHIE.¹¹ Student in Literature, University of Edinburgh.

FOURTH CLASS.—MR W. W. CARMICHAEL, *Master*.

ARCADIÆ LAUDES.

Pastorum genitrix, salve, gratissima tellus,
 Te patet in nullo pulchrior orbe locus.
 Quis te, dulce solum, merito celebrabit honore ?
 Quæ valeant laudes dicere verba tuas ?
 Undique consurgunt frondoso vertice montes,
 Lanigerique greges pascua læta tenent.
 Pan curat pecudes, tenerosque tuetur alumnos,
 Nec sinit immitem tangere septa lupum.
 Ipse jugis gradiens modulatur arundine carmen,
 Et nemus argutis personat omne modis.
 Lætitiâ strepitant gelidi pineta Lycæi,
 Grex stupet admirans et bibit aure melos.
 Capripedes ludunt Satyri, saltantque Napææ,
 Et Dryadum mixti Naiadumque chori.
 Amplius haud fœdant diræ Stymphalides arva,
 Nec sævo vastat dente timendus aper.
 Spicula letifero misit Tirynthius arcu,
 Terribilique ferox peste levavit agros.
 Jamque tenet "silvas et cetera rura voluptas,"
 Jam vocum lætus fertur ad astra sonus.
 O ! quis securâ me sistat in Arcadis orâ ?
 Quâ sic perpetuo gramine rura virent.
 Quâ frondent silvæ texuntque umbracula rami.
 Quâque beant lætos aurea secla viros.

1847.

JOHANNES FRASER.

FRENCH CLASS.—M. DE FIVAS, *Master*.ECOLE ROYALE D'EDIMBOURG.¹

A MONSIEUR JACQUES RUSSELL, A LONDRES.

EDIMBOURG, 26 juin 1847.

MON CHER JACQUES,—J'ai reçu la lettre que vous m'avez fait l'amitié de m'écrire ; et, comme vous paraissiez le désirer, je vais vous faire une courte description de notre Collège ou Ecole Royale d'Edimbourg.

On ignore la date de la fondation de cette Institution, mais les Archives de la ville nous apprennent qu'elle existait comme Ecole royale en 1519. En 1578, par le zèle éclairé du Roi Jacques VI., ainsi que du Clergé et du Conseil Municipal, elle fut établie sur un plan plus étendu, et en même temps elle reçut le titre de *Schola Regia Edinensis*. Le cours des études a été augmenté et amélioré à différentes époques, suivant la marche des progrès de l'éducation. Depuis longtemps elle est la première Ecole de l'Ecosse, fournissant les moyens les plus amples pour une éducation libérale.

Le cours occupe de six à sept années, et comprend le latin, le grec, le français, et l'allemand ; toutes les branches de l'anglais, y compris la lecture, la déclamation, la grammaire, l'histoire, la composition, la géographie, ancienne et moderne ; les mathématiques, l'arithmétique, l'écriture, et la tenue des livres ; l'escrime et la gymnastique. Il y a un professeur pour chaque différente branche d'éducation.

Un examen annuel a lieu dans la dernière semaine de juillet en présence du Lord Provost, des Magistrats, du Conseil Municipal, du Clergé de la Ville, des Professeurs

¹ Translation of the official Prospectus of the School.

de l'Université, et des autres corps savants, ainsi que du public en général. Les prix, qui consistent de médailles d'or et d'argent, et de livres, sont alors distribués, aux élèves qui se sont le plus distingués par leurs progrès ou par leur bonne conduite. Les vacances continuent depuis le jour de l'Examen jusqu'au 1^{er} Octobre ; alors les classes se rassemblent, et la classe Elémentaire est formée pour l'année. Chaque élève qui commence ses études avec cette Classe continue avec le même maître pendant quatre ans. A la cinquième année il passe dans la classe du Principal, avec lequel il poursuit ses études jusqu'à ce qu'il soit en état d'entrer à l'Université ou de se retirer pour embrasser une profession quelconque. Néanmoins, on admet des élèves à différentes époques de leurs études, et après un examen ils sont reçus dans la classe pour laquelle ils paraissent être assez avancés.

Quant à la morale et aux devoirs religieux des élèves, on y porte la plus grande attention. L'Ecriture Sainte est journellement une des leçons, et la traduction du Testament grec forme une partie du cours de la classe du Recteur. Les études commencent tous les jours par une prière.

Le terrain pour la récréation est spacieux, comprenant près de deux arpents, et l'école elle-même est un édifice magnifique, bâti sur une élévation d'où l'on jouit d'une vue superbe. Les Elèves de cette Ecole ont encore l'avantage d'une belle bibliothèque, qui contient les meilleurs ouvrages d'histoire, de biographie, de voyages, de littérature, et d'histoire naturelle.

Maintenant, je conclurai ma lettre en vous priant de dire bien des choses de ma part à toutes nos connaissances.

Adieu, mon cher Jacques, Croyez-moi, Votre très sincère ami.

GEORGE HAMILTON.

GERMAN CLASS.

UEBER ADALBERT VON CHAMISSE'S WERK "PETER SCHLEMIHL."

Wir haben Chamisso wegen einer Schrift, die bei ihrem ersten Erscheinen sehr grosses Aufsehen erregte, unter den romantischen Dichtern erwähnt. Das Werk, auf welches wir uns beziehen, ist unter dem Titel "Peter Schlemihl" bekannt, und erzählt die wundersamen Abenteuer und Verlegenheiten eines Mannes, der seinen Schatten verkauft hat. Es ist in einem besonders nachdrucksvollen Style geschrieben, und trägt kaum Zeichen von der französischen Abkunft seines Verfassers. Es ist interessant die Wirkungen wahrzunehmen, welche die Durchlesung desselben auf einen verwandten Geist, den geistreichen Hoffmann, hervorbrachte. In einem Briefe Hitzigs an Fouqué finden wir die folgenden Worte, "Ich werde die Stunde nie vergessen, als ich Hoffmann zum ersten Male den 'Peter Schlemihl' vorlas. Er war ganz entzückt, er folgte jeder Bewegung meiner Lippen, und horchte begierig, bis ich ans Ende kam. Er konnte es kaum unterlassen, auf der Stelle die Bekanntschaft des originellen und interessanten Verfassers zu machen." Hoffmann ging sogar noch weiter; denn, obgleich das literarische Laster des Copirens im höchsten Grade verabscheuend, konnte er doch der Versuchung nicht widerstehen, die leitende Idee des "Peter Schlemihl" (nämlich die Idee des von dem Dinge, welches denselben verursacht, getrennten Schattens) in seine Erzählung "Die Abenteuer der Sylvester Nacht" zu übertragen, deren Held, Erasmus Spiker, in den Spiegel schauet, aber seine eigene Gestalt in demselben vergebens sucht.

1847.

ROBERT JOHNSTON.

SCENE AFTER THE BATTLE OF ROSLIN.

Who sits upon the heath forlorn,
With tresses wild and garments torn ?
Why rises loud that piercing cry ?
Why wails along that woeful sigh ?
No pearly tears each other chase
Adown the mourner's pallid face,
For Horror, offspring of the strife,
Freezes the stagnant fount of life.
A mother pillows on her breast,
Where oft before he had been prest,
Her dear, her only son, her stay,
The solace of her aged day,
Who, redolent with health and life,
That morning sought the deadly strife,
At eve to fill a bloody grave,
By lonely Esk's impurpled wave.
A daughter wails her slaughtered sire,
With sweet affection's purest fire,
The filial tie that knits the soul
To home of all our joys the goal.
A maiden o'er her lover bends,
Despair her frantic bosom rends,
Waving dishevelled in the air,
Around her floats her long black hair,
Which oft in happier days before
The modest virgin-snood had bore.
Oh God ! that man should thus deface
Of love and joy the every trace,
The fearful shout of war to raise,
And win a worthless meed of praise,
For foul ambition's empty prize,
The lives of myriads to despise,

And wade to Glory's blood-stained shore,
Through crimson seas of human gore.
O Scotland ! oft thy vales have seen
Of hostile arms the hated sheen,
Oft has the arm of rampant War
Urged o'er thy fields his hated car,
But never have thy children brave
Preferred dishonour to a grave,
But left to imperishable fame
A deathless and untarnished name ;
And long for them in minstrels' lays,
Shall rise the glowing tuneful praise.
Though oft the harp of Innisfail
Has chimed to many a wondrous tale,
And Scalds have swept the Runic lyre
To strains of Scandinavian fire ;
Yet ne'er to such inspired song,
Have thrilled the sounding chords along,
As when a measure wild, yet bland,
Is waked by Caledonian hand,
To strike the praise of Wallace wight,
And Royal Bruce's martial might.
At the proud name of Bannockburn
When shall a Scottish heart not burn,
Nor thrill when mighty strains are rung
Of deeds by noble Barbour sung,
Or that blind bard whose shrouded eye
Pierced far through dim futurity ?

1848.

CHARLES CRAIK.

THIRD CLASS.—DR BOYD, *Master*.

TRANSLATION OF THE FOUR AGES FROM OVID.

WHEN, first in time, the golden age began,
Laden with peace and happiness to man,
There needed no one to avenge the cause
Of virtue ; for, ungovern'd yet by laws,
Men practis'd truth and honesty alone,
And fear and punishment were all unknown.
There were no threat'nings on the brazen plate,
Warning the law's transgressor of his fate.
There were no judges then with looks austere,
To fill the trembling suppliant's breast with fear.
Uncurst by strife, beneath each leafy grove,
Man dwelt with man, in harmony and love.
The lofty pine, cut from its native steep,
Was not yet launched upon the pathless deep,
To bear its burden to some foreign strand ;
Men knew no other than their native land.
Ditches and walls that fence the cities round,
Were then unknown ; unheard the trumpet's sound.
No plumed helm, no glittering sword had they ;
In peaceful rest, men pass'd their time away.
Untill'd by art, the ever-teeming earth
Spontaneous brought her ample treasures forth.
And, pleas'd with what her bounty had supplied,
In calm contentment mortals liv'd and died.
Cornels and strawberries were their wonted fare ;
While fruits the bramble and the arbut bare,
With tender acorns, which the passing blast,
Shook from the oaks, furnish'd a rich repast.
Then was the year but one perpetual spring ;
And gentle Zephyrs with their balmy wing,

Nurs'd wild-flowers of a thousand glorious dyes,
That bloom'd in beauty 'neath those genial skies.
Then the rich earth, by ploughshares yet untorn,
And unrenew'd, grew white with waving corn.
Now streams of milk, now streams of nectar flow,
And oaks drop honey on the sward below.

When Saturn, banish'd from the realms above,
Was sent to gloomy Tartarus, great Jove
Rul'd o'er the world, his chosen heritage,
And under him succeeds the silver age.
Another race far different times behold,
Better than brass, less precious than the gold.
Then, for the first, the shorten'd springs appear,
And in four seasons Jove completes the year.
Winter and Summer now their changes bring ;
With fitful Autumn, and a transient Spring.
With sultry heats, the air grows parch'd and dry ;
And Snows hang frozen in the icy sky.
Men who in happier days were wont to roam
'Neath cloudless skies, are forc'd to seek a home
In some dark cave, or bush with osiers twined,
And with soft bark and velvet mosses lined.
Then first is corn in the long furrows sown,
And 'neath the yoke the labouring oxen groan.

Now, third in order, came the brazen age,
When men grew fiercer and more prone to wage
Unhappy wars : but yet not wholly vile,
For goodness linger'd in the world awhile.

Succeeded then the age of iron ore,
Last, and by far the basest of the four ;
Then ancient modesty and honour fell,
And truth and virtue bade the world farewell.

Now in their stead the cursed love of gain,
Deceit, and fraud, and dark oppression reign.
Th' adventurous seaman spreads his snowy sail,
(Though yet unskill'd) to catch th' auspicious gale ;
And ships, whose timbers had but lately grown
On some hill side, now bound o'er seas unknown.
The fertile fields are measured out with care,
And bounds enclose what once was free as air.
Nor did the corn and fruits the earth produced
Alone suffice, but men, by greed induced,
Search'd her capacious bosom for the hoard
Of hidden treasures, which the gods had stored
Close by the Stygian shades, and wealth since then
Has proved a fruitful source of ill to men.
Forth from her dark recesses, fraught with ill,
Came hurtful steel, and gold more hurtful still,
While horrid war, pealing its loud alarms,
Wields each by turn, and shakes the clanging arms,
And thus on man is double woe entailed,
By gold corrupted, and by steel assailed.
Their trade is plunder, and their lives impure ;
Nor is the guest from treacherous host secure.
No ties of kindred bind the human race ;
Fraternal love finds here no resting-place,
The husband longs to see the wife expire,
And she repays him with a like desire.
A mother's hand the poison'd chalice bears,
And sons enquire into their father's years.
Now Piety, debased and prostrate lies,
And love grows cold, and every virtue dies.
Justice, at length, from human actions driven,
Forsakes this blood-stain'd earth and flies to heaven.

1848.

ARCHIBALD GEIKIE.

FOURTH CLASS.—MR MACMILLAN, *Master*.

ROMA.

Roma, tuas laudes, bello clarissima facta
 Musa tuosque viros, me celebrare jubet :
 Sed mea vox humilis cantûs insueta sonori,
 Dicere virtutes imperiumque negat.

* * * *

Sub ducibus claris, quos tu, Regina, dedisti,
 Fulminibus belli, gloria quanta fuit !
 Sive ad vastandas veteres Carthaginiæ arces,
 Quà Libycos fines verberat oceanus ;
 Sive ad vincendos Gallos a Cæsare ductis
 Militibus virtus laurea sarta parat.
 Dum ridens lætâ Libertas regnat in urbe,
 Nec populus regis dicta superba timent,
 Nec pulsi cives atroce cupidine mentes
 Ad famam tollunt, Roma sub astra viget.

* * * *

Heu ! Heu ! jam cecidit formosa gloria Romæ,
 Excutiunt sceptrum fata Deusque manu.
 Sed tua fama manet perque omnia sæcla manebit,
 In mare deducet dum Tiberinus aquas.

1848.

EDWARD-LITTLE NELSON.

Now in their stead the cursed love of gain,
Deceit, and fraud, and dark oppression reign.
Th' adventurous seaman spreads his snowy sail,
(Though yet unskill'd) to catch th' auspicious gale;
And ships, whose timbers had but lately grown
On some hill side, now bound o'er seas unknown.
The fertile fields are measured out with care,
And bounds enclose what once was free as air.
Nor did the corn and fruits the earth produced
Alone suffice, but men, by greed induced,
Search'd her capacious bosom for the hoard
Of hidden treasures, which the gods had stored
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Forth from her dark recesses, fraught with ill,
Came hurtful steel, and gold more hurtful still,
While horrid war, pealing its loud alarms,
Wields each by turn, and shakes the clanging arms,
And thus on man is double woe entailed,
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Nor is the guest from treacherous host secure.
No ties of kindred bind the human race;
Fraternal love finds here no resting-place,
The husband longs to see the wife expire,
And she repays him with a like desire.
A mother's hand the poison'd chalice bears,
And sons enquire into their father's years.
Now Piety, debased and prostrate lies,
And love grows cold, and every virtue dies.
Justice, at length, from human actions driven,
Forsakes this blood-stain'd earth and flies to heaven.

FOURTH CLASS.—MR MACMILLAN, *Master*.

ROMA.

Roma, tuas laudes, bello clarissima facta
 Musa tuosque viros, me celebrare jubet :
 Sed mea vox humilis cantûs insueta sonori,
 Dicere virtutes imperiumque negat.

* * * *

Sub ducibus claris, quos tu, Regina, dedisti,
 Fulminibus belli, gloria quanta fuit !
 Sive ad vastandas veteres Carthaginis arces,
 Quà Libycos fines verberat oceanus ;
 Sive ad vincendos Gallos a Cæsare ductis
 Militibus virtus laurea sarta parat.
 Dum ridens lætâ Libertas regnat in urbe,
 Nec populus regis dicta superba timent,
 Nec pulsi cives atroce cupidine mentes
 Ad famam tollunt, Roma sub astra viget.

* * * *

Heu ! Heu ! jam cecidit formosa gloria Romæ,
 Excutiunt sceptrum fata Deusque manu.
 Sed tua fama manet perque omnia sæcla manebit,
 In mare deducet dum Tiberinus aquas.

1848.

EDWARD-LITTLE NELSON.

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APPENDIX.

No. I.—Page 3.

*Excerpts from the Record of the Town-Council of Edinburgh,
relative to the High School.*

1519 April 11.—The quhilk day the prouest baillies and counsall statutis and ordanis for resonabel causis moving thame that na maner of nychtbouris nor induellers within this burt put thair bairinis till ony particulare scule within this toun but to the principale grāmer scule of the samyn to be teichit in ony science bot allanerlie grace buke prymmar and plane donatt under the payne of xs to be tane of ilk nychtbour that breks or dois in the contrair heirof and als bot fauo^{rs} to be applyit to the Maister of the said principall scule for the tyme.—Vol. i. folio 11. b.

1531 March 19.—The quhilk day in presens of Maister Adam Otterburn prouest, &c. Maister Adam Melvil maister of the hie scule oblist him to mak the bairnys perfyte grāmariaris within thrie zeires.—i. f. 38. a.

1555 June 14.—The quhilk day the prouest baillies and counsall has tane fra Johne botory of thraldra the hail lugin lyand at the fute of the blakfreir Wynd within the Cloiss therof quhilk Agnes Kincaid had of him of befoir to be the gramer scole quhill witsunday next to cum for xvi lb of male to be payit to the thesaurer at mertimes and Witsunday next to cum be equal portions.—ii. f. 51. a.

1560 May 6.—The quhilk day the prouest baillies & counsall ordanis Alex^r Park thesaurer to content & pay to M. William Robertoun maister of the grāmer schole the sowme of x merks for his fie of the mertymes terme last bipast.—iii. f. 34. a.

1562 April 8.—The same day the counsale vnderstanding the greit corruptioun of the zouth be M. Williame robertoun maister of the grāmer scole being ane abstinat papeist Ordainis tender writingis to be directit fra the said counsale to my L. James exhorting his L. to laubour at my lorde Robertis hand for granting ane gift of the office of the M. to sic ane leirnit and qualifeit mā as thai can find maist abill therfore to the effect thai may remove the said M. Williā fra the office fairsaid And for vphalding and sustening of the said M. and doctouris as alssua of the regentis of ane college to be beigit within this burgh and biging of hospitellis that it be lauborit with the quenis g. it myt pleis hir To dispone and grāt to the toun the place zairdis & annuallis of the freris & altarageis of the kirk.—iv. f. 26. a.

April 11.—The samyn day in presence of the prouest baillies and counsale forsaid Maister Williā robertoun maister of the hie scule being chargit to produce before thame all sic priuelege or rycht as he had granttit to him be the abbotis of hallyrudhouse or ony vtheris for the said scule and teiching of the bairnys thairfor producit thair presentlie ane gyft granttit be abbot carnegorse to vmquhile Sir Jhoune Allane and allegit he could cum be na vther at this present and that his awine gyft wes furth of this toun with his bukis and vtheris his guddis be the space of twa zeris past and could not get it schortlie And the said prouest baillies and counsale ordanit him to produce before thame this day aucht dayis his awin proper gyft with certificatioune and he failzeit thay wald discharge him of his said maisterschipe and put sum vther mair qualifeit in his place.—iv. f. 27. a.

June 10.—The quhilk day comperit Maister Williā robertoun and M. Edmund hay as his prolocutour and producit his defensis dilatours declinatours and peremptours in writ aganis the clame intentit contrar him be maister Jhoune moscrop procuratour fiscale for the toun of edinburt for removeing of him fra the teiching and instructing of the zouth yairof and assignis to him fryday nixt to cum to ansuer thairto *partibus citatis*.—iv. f. 32. a.

June 30.—The provest baillies and counsale sittand in iuge-ment be sentence interlocutour Repellis the first second thrid and ferde of the defensis proponit be Maister Williā Robertsoun pretendit Maister of the hie scole of Edinburt as thai ar proponit

and consauit aganis the clame intentit contrair him be maister Jhoune moscrop procuratour to the said burgh in respect of the said clame and anssueris maid to the saidis defenssis and admittis the fift and sext exceptionis to the said maister Williameis probatioun to be provin be him coniuctim as salbe appointit ressuand alwise to the said maister Jhoune moscrop his defenssis quilkis may result to him be inspectioun of the said maister Williameis clame gift mentionat in his said fift exceptioun In pena therof the said maister Williame lauchfullie warnit to this day be Jhoune roger officer to haue harde interlocutour gevin and pronuceit and comperit not and ordainis the said maister Williame to be warnit of new to compeir on tyisday nixt to cum for taking of ane day for preifing of the saidis exceptionis quhen the saidis provest baillies and counsale sall prescribe to him the maner of the said probatioun the said Maister Jhoune moscrop warnit *apud acta.*—iv. f. 36. a.

1562 July 22.—The quhilk day the provest baillies and counsale sittand in iugement in the terme assignit to maister william robertsoun pretendit maister of the hie scole of Ed^r to preif the last twa exceptionis admittit to be provin this day be him coniuctim proponit aganis the clame intentit contrair him be M. Jhoune moscrop procutour for the toun as suld be prescriueit be the saidis provest baillies & counsale Comperit the said maister Williame and for probatioun of the saidis exceptionis producit ane gift maid to him be the abbat of halierudehous with consent of the abbay of Camskynneth his codiutor et adminstratour subscriueit with the said abbay of Halie rudehous hand and seillit with the cheptour seill thairof of the dait the Tent day of Januar the zeir Jaj v^c xlvi zeris And als producit ane tikat contening the names vnderwritten viz lord provand M. eduard henresoun M. alex^r Sym M. Jhoune merioribankis baillie M. Alex^r Skene M. thomas Craig Alex^r chaip merchand James carmichell James harlaw writer patrik govant belman patrik keir ro^t craig Alex^r bruce barbour M. harie blakwood M. Jhoune scherp Jhoune sinclare Jhoune ker James richie gul. Strang williame broun Tho. McCalzeane frā adamsoun to preif the rest of the saidis exceptionis and the iugeis assignis to the said Maister Jhoune moscrop setterday nixt to cum to produce his obiectionis aganis the said letter of gift *partibus citatis.*

The quhilk day M. Jho. Moscrop allegeit that na witnes suld be ressauid vpon that parte of the said M. Williameis exceptionis anent his qualificatioun quhair he offeris to preif the negative of the affirmatiue contenit in the said M. Jhouneis clame viz that he is qualefeit in grāmer greik & latene Becaus the probatioun therof according to the tennor of the last act & pronūceing of the interlocutour suld be proscribeit & appointit to him be the provest baillies & counsale viz that the said maister williā suld gif demonstratioun of his sciences and artis being examinat be sic cunning & leirnit men as thai can find maist abill therto And the said M. williā allegeit in the contrar and disassentit to all uther examinatioun nor be the witnes aboue writtin.

The iuges findis that the probatioun & tryale of that pairt of the said allegiance proponit be the said M. Williā tuiching his habilitie and qualificatioun aut & sould ressaue uther ordour tryale & probatioun nor be particular witnes as uther commoun allegeancis requiris and as the said M. Willā desireis viz. be demonstratioun of his science eruditioun and knowlege being examit be cunning & leirnit men of vnderstanding in sic sciences ordour & maneris as ar requeseit to be in ane mā of sic place of doctrine as the said M. Williame pretendes and thairfore assignis to the said M. williā To cōpeir before the provest baillies & counsale on fryday nixt to cum betwix ii & iii houreis efternone in the over tolbuith of this burt new beigit and ther to ressaue vse & leid. tryale & probatioun of his said qualificatioun & eruditioun be demonstratioun & ostentioun of his science and knowlege being thairanent examinat and requireit as ordour is in presence of the saidis provest baillies & counsale be thir personis vnderwrittin viz. the superintendent of lothiene Maister Jhoune Craig minister of halierudehous M. George hay M. George baquhanane M. James panter M. Jhoune hendersoun M. clement litill maister James Kinpont M. dauid Colless M. Alex^r Sym 4 or the maister pairt or ane sufficient nūmer of thame quha than war nammit & appointit in presence of the said M. Williame with ordour giff he comperit not the tyme aboue writtin to the effect fairsaid the said exception anent his qualificatioun suld be haled as vnprovin the said M. Jho. & M. williā warnit heirof *apud acta.*

The same day M. Willia robertoun protestit for remeid of law & reducioun of the interlocutour aboue writtin and alluterlie disassentit thairto.

The same day M. Jhounne moscrop askit instrumentis that M. willia robertsoun refuseit to gif demonstratioun of his knowlege being examinit be the leirint men aboue writtin and in case he comperit not on fryday nixt to cum the tyme & place appointit protestit he be repute thairefter na apt nor erudite persoun for sic office & place of doctrine as he pretendis and siklike for contentioun of the terme.—iv. f. 38.

1562 July 24.—The quhilk day the provest baillies and counsale sittand in the tolbuith comperit M. Jhounne moscrop as in the terme assignit to M. William robertsoun to gif demonstratioun & ostentioun of his qualificatioun being examinat be the cuning and leirnit men appointit in his awn presence in iugemēt the xxii of July last bipast and protestit that in safer as this day wes assignit to the said M. Willia to gif demonstratioun of his eruditoun & knowlege be examination of the leirint men heir present for probatioun of his exception as towart his qualificatioun specifeit thairin and that the said cunning men war heir present according to the desire of the Terme redde to exā him vpon his said exception anent the qualificatioun be haled & repute vnprovin according to the certificatioun contenit in the last act.

The same day Maister edmund hay protestit that be the confessioun of the said M. Jhonne that the desire of this terme is onlie upon the probatioun of his qualificatioun quhilk is ane pairt of his exceptioun that thair be na forder done as this day sen the desire of the terme requireit na forder as this day.

The Iugeis circumduceis the exceptioun proponit be M. willia roberttoun anent the probatioun of his qualificatio this day vpon his manifest contempt & contumalie warnit to this day *apud acta* to the effect fairsaid & comperit with ane thairfore admittit the said M. Jhounne Moscropis protestatioun aganis him.—iv. f. 39. a.

July 25.—The quhilk day the provest baillies and counsale sittand in iugemēt comperit Maister Jhonne moscrop and producit his allegeit obiectionis in to writ aganis the pretendit gift producit be M. Willia Roberttoun for probatioun of ane pairt of his exceptionis admittit to his probatioun and ordanis the said M. Willia roberttoun to be warnit agane tyisday nixt to cum to

gif in anssueris in writ to the saidis obiectionis the said M. Jhoune warnit *apud acta*.—iv. f. 39. a.

1562 August 4.—The quhilk day the provest and baillies sittand in iugement as in the terme assignit to maister williā robertsoun pretendit maister of the hie schole of Ed^r to produce anssueris in writ To the obiectionis producit be maister Jhoune moscrop aganis his gift of the said schole vseit be him for probatioun of ane parte of his exceptionis admittit to the said writtin probatioun cōperit the said M. William and desireit ane day to be assignit to him of new to gif in the saidis anssueris becaus M. edmund hay his procuratour wes absent and the iuges assignis to the said M. Williā furisday nixt to cum to produce the saidis anssueris in writ and ordanis M. Jhoune abircumby & M. eduard henderson to procure for him on his expenssis to the returning of the said M. edmond *partibus citatis*.—iv. f. 39. b.

August 6.—The quhilk day in presence the provest and baillies sittand in iugement comperit Maister Williame robertsoun and producit anssueris in writ to the obiectionis gevin in aganis the gift producit be him to M. Jhoune moscrop In the actioun & causes persewit aganis him be the said maister Jhoune and the iuges assignis setteday nixt to cum To gif sentence heirintill *partibus citatis*.—iv. f. 40. b.

August 11.—The quhilk day the Baillies sittand in iugement Be sentence interlocutour efter avisement with thair assessoris repellis the haill anssueris of M. Williame robertsoun maid to the obiectionis gevin in aganis his gift of scholemaisterschip be M. Jhoune Moscrop in the actioun & cause persewit agains him be the said M. Jhoune and admittis the said M. Jhoune to preif the minoritie of the abbat of halierud house specifiet in the first of his saidis obiectionis viz the said abbat to haue bene within the aige of xiiij zeris the tyme of the granting of the said gift to the said M. William and that in respect of the contents of the said gift and for probatioun thair of assignis to him furisday nixt to cum [blank in Record] the saidis M. William & M. Jhoune warnit *apud acta*.—iv. f. 41. a.

August 13.—The quhilk day in presence of the baillies sittand in iugement comperit Maister Jhoune scherp procuratour for the toun of Ed^r and producit Jhoune Makneill Robert henderson James Carmichell walter carmichell & william carmichell as

witness in the actioun and cause persewit be M. Jhoun Moscrop procuratour for the said toun aganis M. Williame robertsoun pretendit Maister thairof quha war ressaunit sworne and admittit in presence of the said M. William opponand na thing aganis thame and the said M. William stude content that the lairde of elphinstoun M. Thomas heburne Jhoun hāmiltoun Maister Willia Stewarte M. James chalmer Chalmerlane of halierudehous the lairde of Cowpemalindie florence cornetoun Jhoun Mathe-soun in brochtoun James Wilkie in the Canongait Jhoun robe-soun in leith M. Nicholl elphinstoun [Blank here] wit-ness lauchfullie warnit to this day & comperit not suld be ressaunit & admittit witness in the said actioun thai being sworne & purgeit of partiale counsale and the iugeis ordanis the said M. Jhoun to warne the saidis witness Cratorie for forder diligence and ordanis the said M. Willia to be warnit thairto.—iv. f. 41. a.

1562 October 3.—The quhilk day Maister Thomas Makcalzeane of Cliftounhall provest Maister Jhoun merioribankis and James thomsoun baillies of the burgh of Edinburgh sittand in iugemēt as iugeis ordineris to the persoun of Maister Williame robertsoun haifand consent of Robert commendatar of halierudehous do cognosce in the actioun and caus persewit be maister Jhoun moscrop procuratour to the said burgh aganis the said Maister William That quhair the said Maister Jhoun Moscrop calling to remembrance the lovabill purpois of the maist eloquent and politick oratour and philosophour marcus tullius cicero willing to haue marcus his sone instructit in letteris & maneris knawand the maist famoiss and literat philosophour cratippus to be instructar of the zouthheid in the maist fluresant cietie of Athenis and his sone to be auditour to the said cratippus within the said cittie baith for the heich autoritie of the reder and cittie foir-said off the quhilkis the ane mycht augment him with letres and science and that vtheris with gude exemplis and like as this burgh is the maist nobill and famoiss burgh and murroure of gude maneris and ciuillitie within this realme sua the same aucht to haue the maist famoiss and literat pedagogis for instructing of the zowthheid of the samin and to gif vtherwis wise and nobill men occasioun as had the said cicero to send thair bairnis to be instructit thairin To the greit incresce of science and augmenting

of the commoun weill thairof And being surelie informit that the said Maister Williame be the space of xvii zeris syne or thairby vnder pretense of ane pedagoge qualefeit in letteris & maneris be haifand nane or litill eruditoun in grämer greik or latene bot empty thairof nocht onlie hes wranguslie and ignorantlie vsurpeit the office of schole maister within this burth like as he zit vsurpis to the greit ignominie and detractioun of the fame of the samin burth and detening of the tender zouth bred within the sam committit to his cure in ignorance of all letteris humane and diuine Bot als schewand him self an Iniurie to godis wordis and contemner therof hes refusit and refussis to frequent the sermonis of the trew & sincere doctrine of God and to communicat in the tabill of the suppour of our Lorde geifand evill exampill to the said tender zouth to the greit apperand perdition of thair sawlis & quhairthrow he is vnhabill to brouke the said office of schole maister *cum periculosum sit ut in pueris habetur ouem lupo committere et eum quem puero preceptorem adhibueris corruptorem experiri* and thairfore the said maister william aucht to be declareit and decernit vnhabill to the said office and decernit to be removeit thairfra and compellit to desist and ceise fra all forder exerceing of that office as at mair lenth is contenit in the clame gevin in be the said M. Jhoune moscrop aganis the said M. William robertsoun therupoun The richttis ressonis & allegationis of baith the saidis proceis harde vnderstande & considerit and the saidis iugeis being avisit thairwith Togidder with the depositionis of diuerse famois witnes ressaut suorne & admittit heirto The said M. Jhoune moscrop comperand personalie in iugement and the said M. William robertsoun being lauchfullie wairnit to this day be Alex^r Cuke and george gourlaw offris oftymes callit lauchfull tyme of day biddin and not comperit The saidis provest and baillies with avise of thair assessouris findis the said M. William to be vnhabill to exerce the office of scole maister within the said burgh and thairfore decernis him to remove him self fra exerceing of the said office and desist and ceise in all tymes cuming fra forder vseing and exerceing thairof and dischargeis him of all teiching and instructing of the zouth within this burgh Becaus the said M. Williame peremptourlie exceptand aganis the clame gevin in aganis him be the said M. Jhoune moscrop allegeit that the said

clame wes negatiue consauit in that pairte quhair it contenit that the said M. Williame wes woide and empty of grāmer greik & latene quhilk wes admittit to his probatioun and thairfore offerrit him to preif the affirmatiue thairof -viz that he wes sufficientlie qualifeit in grāmer greik & latene quhilk wes admittit to his probatioun as said is and ane competent terme assignit to him for preifing thairof and the iugeis be thair sentence interlocutour find and that parte of the exceptioun concernig the qualificatioun and sufficiencie in grāmer greik and latene au^t and sould haue beine provin be examinatioun of the said Maister Williame in presence of men cūning and experte in the saidis scienceis nameit to him in his presence Maisteris george baquhanane george hay alexander sym David colless Jhoune craig minister of halierudehous James panter James kinponte clement litill Jhoune hendersoun and Jhoune spottiswod superintendent of lothiane or ane sufficient nūmer of thame as men sufficient for taking of cognition vpoun his said qualificatioun and haifand experience thairin and the xxii day of Julij last bipast being assignit to the said M. William than personalie present To compeir before the saidis provest or baillies and personis foresaidis being men of knowlege and vnderstanding that same day at twa houreis efternoon in the over tolbuith of the said burgh at the west end of the kirk To vnderly examinatioun anent his said qualificatioun with certificatioun & he failzeit his exceptioun in that parte suld be haldin as not provin and comperit with to vnderly the said examinatioun for probatioun of that parte of the said exceptioun wes vnprovin and forder proces ordanit to be had in the said cause and als the said M. Jhoune Moscrop obietet aganis the prēdit gift of the said Maister productit be him for preifing of ane vther parte of his exceptioun admittit to his probatioun grantit to him of the said office be the abbat of halierudehous allegeit the same to be null Becaus the samin being of the dait the x day of Januar J^m Vc and xlvj yeris specialie proportit to haue bene maid be the said abbat with the consent of the abbat of Camskynneth administratour gouvernour and gidear in spirituale and temporale thingis and of the said conuent of the said place of halierudehous The said gift noyther being seillit nor subscriueit be the said administratour and conuent foirsaid To the quhilk it wes ansserit be the said Maister William that the said abbat of halierudehous

wes maior the tyme of the granting of the said gyft viz of the aige of xiiij zeiris compleit and thairfore it wes nocht requireit to the said gift that the same suld haue bene seillit and subscriueit be the said administratour and conuent fairsaid heirto the said Maister Jhounne replyand allegeit the said abbat the tyme of the geifing of the said gyft to haue bene minor inwt the aige of fouretene yeris and thairfore the samin neceserlie suld haue bene seillit and subscriueit be the said administratour and conuent Quhilk reply being found ressonabill in respect of the contentis of the said gyft wes admittit to his probatioun and ane competent terme assignit to him for preifing thairof he preifit the samin sufficientlie as wes cleirlye vnderstande to the saidis iugeis.—iv. f. 44, 45.

1562 Feb. 6.—All in ane voyce ordanis ane writinge to be maid in maist effectuous maner to Maister James Quhite scottesman in Londone requeisting him with all diligence to addres him to this toun and to accept upoun him the maistership of the hie grāmer scole and teaiching of the youth of this toun And becaus thai ar surelie informyt hes greit profit be his scole in Londone and that he is ane man of excellent leirnyng bayth in lating and greik tounge They all in ane voce ordanis ane yearlie pentioun to be gevin to him of iiij^{xx} [80] lb of the readeast of thair commoun gude besyde and aboue the profet that he sall haue of the bairnys scule in during thair willis And bindis and obliis thame and thair successours for thankfull payment theroff And ordanis this premyss to be contenit in the said writing and the samyn to be sen to the said maister James with Archibald Graham now at hes depairting to England with my lord Secreter and request the said Archibald maist erinstlie to persuade the said Maister James to address him here with deligence.—iv. 60. b.

1564 November 29.—Efter avisement with the supplicatioun gevin in before thaim be maister Williame robertounne maister of the hie scole desyring precepttis to be gevine to the thesaurer chargeing him to mak him paymēt of the scole maile togidder with his portiounne of certane yeris bigane all that awine to him be the gude tounne ffyndis and deliueris all in ane voce That in rispectis of thair decreit pronuncit and gevine aganis the said maister the thrid of october in the yeir of God Im^o v^o Lxij zeiris bering him to be dischairgit of the said scole and all charge and

cure thair of as the said decreit at lenth proportis That they are nocht dothund for the said maister in ony fie as dewtie scule male or pentioun sene the dait of the said decreit and thairfor discharges thair said thesaurer present and to cum of ony paymēt thair of in tymes cuming for the caussis foresaid.—iv. f. 119. b.

1564 January 17.—The quhilk day in presence of the prouest baillies and counsale comperit Maister William Robertoun maister of the hie scule and producit the cople of the quenis Maisteis writing chargeing the provest baillies and counsall to pay to him his yeirly feis & conforme to his gyft and askit instrumētis of the productioun thair of and siclike my Lord prouest askit Instrumētis that he for him self the baillies and hale counsale requyrit the said maister Williame to detine the principale writings subscriuit be the quenis Maisteis hand to remane with thame becaus the samyn wes directit to thame and sould be in thair keiping quhilk the said Maister William refusit.—iv. 123-4.

1565 May 11.—The samyn day the prouest baillies and counsale foresaid ordanis The Quenis Maisteis writing is underwritten to be registrit in this buke of the quhilk the tenour followis :—

PROUEST AND BAILLIES OF OURE BURGH OF EDINBURGH GRETING.

Forsmekle as it is humlie menit and shawin to us be oure louit Maister Williame Robertoun maister of the grāmer scole of the said burgh That quhair he is lauchfullie providit be the abbot of hallirudhous and conuent of the samyn quha hes the gyft of it to the said maisterschip of the said grāmer scole for all the dayis of his lyfe and be vertu thair of he hes bene in peciable possessioun of vsing of the samyn thir aughtene yeris bipast without ony interruptioun maid to him be ony persoun neuer yeles ye for quhat caussis we knaw not dalie cummeris trublis and molestis the said Maister William in the vsing of the said office of maisterschip of the grāmer scole foresaid intending to put ane vther in his place contrair oure expres mynd and will Quhairfor we discharge you the said prouest and baillies of oure burgh your officers and ilkane of yow of all calling Introumetting handling or removing of the said maister Williame fra his said office of maisterschip in ony time to cum after the dait heirof

bot that ye thole him peciablie bruke and joyse the saymn during his lyfetye conforme to his said provisioun and of your offices in that pairt be thir oure presentis subscriuit with oure hand at Edinburt the xxvii day of februer the yeir of God 1^m v^c lxiij yeris and of our regane the xxii yeir.

MARIE R.

PROUEST BAILLIES AND COUNSALE OF OURE BURGH OF EDINBURGH
WE GREIT YOW WEILL.

Forsamekle as we ar informyt ye ar addettit to oure louit maister William robertoune maister of your grāmer scole in the sowme of twēty merkis of yeirlie fee to be payit to him euer ilk yeir be your thesaurer as ane act of your bukis maid to him in the xlvi [1546] yeir of God proporttis and sic like that ye are haldin be vtheris your actis vse and consuetude obseruit in all tymes bypast by yow and your predicessouris to furnys yeirlie ane sufficient scole hous within oure said burgh and to pay the male thairof euer ilk yeir conforme to the quhilk ye haue euer sen the first entres of the said Maister W^m to the scole foresaid maid paymēt to him of the said sowme of xx merkis as for his fe foresaid And rycht sua has payit euerye yeir sen syne xx merkis as for the male of the said scole hous quhil the feist of witsounday last bipast sen the quhilk feist ye haue maid na paymēt to him nowther of his fe foresaid nor yit of his scolehouis maile bot haldis the samyn fra him to his greit hurt and express aganis all equitie and ressoun considering he applyis himself to nane vther vocatione bot to the instructing of your bairnys and vpbringing of thame in virtue Oure will is heirfor and we chairge yow that ye anssuer the said Maister William and mak payment to him of the saidis sowmes restand awand to him be yow fore the caussis foresaid of all yeris bigane and rycht sua in tymes cuming yeirlie during his prouisioune maid to him of his said service conforme to your actis and consuetudis foresaidis as ye will anssuer to ws vpoune your deutie quhairthrow that we heir na forther complaynt heirupone Subscriuit with oure hand at Edinburgh the xx day of december the yeir of God j^m v^c Lxiiij yeris.

Sic Subscrib. MARIE R.

Conforme to quhilkis writing the prouest baillies and counsale foresaid ordanis Maister Robert glene thesaurer to mak gude and thankfull paymēt to the said Maister Williame of his feis of all termes bigane rest and awand him And sicklike of the scole males and ye samyn salbe allowit in his compttis.—iv. f. 128-9.

1566 June 19.—Ordanis Jhone Westoun thesaurer to content and pay to M. William robertoun maister of the hie scule of this burt the sowme of Twenty merkis quhairof Ten merkis for the witsounday termes maill in the yeir of God Jaj V^c and Lxvi of the said scule and the vther ten merkis for the said maisteris fie and dewyte for the terme forsaid.—iv. f. 151. a.

1568 July 28.—The samyn day the baillies & counsall ordanis Maist. alex^r guthrie to ryde to Santandrois for Maist. thomas buchquennane to be maister of thair hie scole And ordanis the thesaurer to refund to him his awin & the said Maister Thomas expensis.—iv. f. 220. b.

August 11.—Ordanis the thesaurer to deliver to Maister Thomas Bucquennane the sowme of ten merkis for his expensis in remainyng upoun the touns ansuer concerning the maistership of the scole.—iv. f. 221.

August 26.—The quhilk day the provest &c. after lang reasoning with Maister Thomas Buchquennane concernyng the instructing of the youth of this toun knowing him to be maist abill and qualifeit therfor For thaimselfis and In name and behalf of the hale counsall and dekeynes havand thair command and consent therto Appoyntis and aggreis with the said Maister Thomas in maner following That is to say for the first yeir in cace it be knawin to thame that the said M. Thomas with the fyfte merkis thay have grätet him of yeirlye pensioun with the dewtie of the bairnis quhilk is ijss. of ewerie barne be nocht worth thre hundreth merkis for the said first yeir or therby thay sall^{caus} thair thesaurer present or for the tyme to gif unto him vther fyftie merkis quhilk sal be i^c merkis for the samen first yeir and yeirlye thairefter according to ther appointment to be maid fyftie merkis as said is.—iv. f. 221. b.

February 11.—Ordanis M^r Thomas bucquennane M^r of the hie scole to enter to instructt the youth of this towne on Mononday nixt and willis the Minister publische the samyn to the pepill.—iv. f. 231. a.

1569 June 8.—Ordanis Andro Stevinsoun thesaurer to pay to Mr Thomas buquhanan Mr of the grammer scole the sowme of twentie fyve merkis for his fie of the Witsonday t^{me} last bypast.—iv. f. 241. a.

November 23.—The samyn day the baillies and counsall ordanis Tho^{as} Henrysoun thesaurer to delyver to Mr Michael Chisholme ane harie nobill gevin be him at thair cōmand to Mr Thomas McIlachlane for pleading in the touns causs agains the Maister of the hie scole.—iv. f. 249. a.

March 24.—Ordanis the thesaurer to pay to Maister Jhoun Sandelands persoun of hawik the sowme of xx lb as compleit payment of all maillis restand awand be the gude toun for the gramer scole in the freir wynd and to deliver him the keyis of the said scole.—iv. f. 255. a.

1570 July 31.—The quhilk day the baillies and counsall obleiss thame and thair successours to pay to Mr Thomas buchanan Mr of the hie scole the sowme of ane hundreth pundis in satisfacioun of ane decreit obtenit be him agains thame befurt (before?) the Lords at the termes contenit in ane act maid in the act buik of the dait above written.—iv. f. 260. b.

1579 April 29.—The samyn day the Provost Baillies & Counsall & Dekyns foirsaidis Efter lang resonyng with the complaynt of M. W^m Robertoun Mr of the hie scole of this brugh makand mentioun that the instructouris or doctouris of the youthheid vnder his chairge in respect of thair parentis greit ingratitude in having na regaird to thair continuall travell & diligent instructing of the same war of mynde to transpoirt thameselues to sic uther partis quhair as they myt resave greitter comoditie be alsveill in Literatur as to thair honest sustentatioun quhilk if sua happynit to be the sam suld be ane greit dispraise to the haill inhabitantis of the samyn brugh by & attour the greit skaith the haill youthheid suld sustene for laik of eruditioun except remeid war provydit thairto.

For remeid quhairof They statute & ordane that in all tymes cuming ilk bairn resauing instructioun in the said hie scole being born bairn vithin this burgh sall pay quarterlie to the Maister thre schillingis & to his doctour twa schillingis and the said Mr & doctouris to take off ilk Landwart bairn his aduantage and siclike that na maner of scole maisteris in ony tyme heirefter be

permittit to instruct or Lern ony youtheid within this burgh Except they be first admittit be the Provost Baillies & counsall thairto efter dew examinatioun & tryell tane of them quhat thair qualificatioun is be the avysce of the ministeris of this burgh and that vnder the payment of ane vnlaw & puneishment that the contravenaet personis heirof at the Iuges will and ordanis publicatioun to be opinlie maid throw all the partis of this burgh to the effect nane pretend ignorance.—v. f. 145. a.

1579 June 11.—The quhilk day be the ordinance & command of Gilbert Dik Luik Wilsoun Dene of gild andro Steivinsoun thesaurer alex^r Udwart Mr Johnne Prestoun Henry Chairteris W^a lytill Johnne Johnestoun and David williamsoun of the counsall Robert Ker ballie past to the hie scole of this burgh quhair sumtyme wes the blakfreir kirk of the samyn and thair possessit & and placit Mr W^m robertoun as maister thairoff with the bairnes & delyverit to him the houssis and keyis thairoff conforme to the actis & ordinance maid betwix thaim & the said M. W^m of befoir.—v. f. 145. a.

September 4.—Ordanis Mr James Lowsoun minister William Littill and John Johnstoun to pas to the hie scule of this burgh and vesie the Maister of the hie scules tragedies to be maid be the bairnis against the Kingis heir cuming and to report.—v. f. 157. b.

1580 December 28.—The persouns underwritin become sourties respective for the scholeris ffollowing quha was put in warde ffor halding of the hie schoill that thai and every ane of thame sall pay to the toun the sowme of ffourtie schillingis in recompens of the skayth done in braking of ane of the durris of the said schoill at thair taking and of sext pound schillingis less quhilk David arthoure scholar wantit furth of his kyst in the said schoill and strukin vp be thame viz. Mychaell cathcart sourtie ffor James cathcart Walter Twedy sourtie for Johnne Twedy Alexander lyndesay sourtie for Thomas lindesay Andro Mekill sourtie for Patrik M^cCairny Barnard Kello sourtie for Thomas Kello his sone Johnne Cowpland sourtie for Robert Wynrame Robert Arnok sourtie for Henry Arnok Mr George Makesoun sourtie for George Makkesoun his sone Roger heres sourtie for Thomas Heres his sone and thairefore the saidis scholeris wes ordanit to be put to libertie and feoled tene of the Kingis g.

cōmand gevyn heirto and ordanit Johne Sym baillie to collect the saidis sowmes & be chairget thairwith.—vi. f. 110. b.

1584 March 27.—The quhilk day the Provost bailzies and counsalle presentlie convenit gevis commissioun to henry nesbet bailze Alex^r Vddert henry chairteris Jhoun Jhonestoun to intreatt and confer with the maister of the hie schole vpoun quhat conditioun thai can move him to renunce his office in respect he is become vnhabill to exerce the sam & to report his ansuer agane to thaim.—vii. f. 79. a.

April 3.—In consideratioun that M. William robertoun Mr of the hie schole is aigeit and failzeit and yitt standis provydet to the said office induring his lyfetye quhairby the town is putt in this straitt that in the ane pairt Thair yowth is neglectet and nocht sufficientlie instructet and on the vther pt thai can nocht remove the said Mr and leve him altogidder destitute of ane indifferent lyfe induring his tyme Thairfore thay all in ane consentet and agreit and be thir presentis gevis and grantes to the said M. William induring his lyfetye ane yeirlye pensioun of twa hundreth merkis to be payet to him quarterlie furth of thair commoun guid he renunceand & owergevand his rycht title and kyndnes to the said office swa that the guid town may provyde ane vther sufficient habill and qualefeit persoun in his rowme The first termes payment begynnand quhen the town sall charge him to dimmitt his office vpoun xv dayes wairning and at the quhilk tyme of his dimissioun he sall be avanceit the payment of twa termes beforehand.—vii. f. 79. b. and 80. a.

May 29.—James Ross thesaurer to pay to M. Hercules Rollok quha is to be maid Maister of the grāmer schole the sowme of twenty pund to be his expenssis travailling here at the touns desyre and to mak his chairges in transporting from Dundie his provisioun and buiks.—vii. 90. a.

June 25.—Ordainis James ross to pay to M. William robertoun Mr of the hie schole the sowm of ane hundreth merkis as for the witsounday termes last bypast of his pensioun of twa hundreth merkis grantet to him be the guid town for dimissioun of his office conform to the contract maid with him and the sam sall be allowet to the said thesaurer.—vii. f. 94. a.

August 14.—At the desyre of M. Hercules Rollok maister of the hie schole and for the repairing and ordoring thairof ordanis

the thesaurer to caus mend and repair the glas wyndois the loks bands and uther pertinents thairof To furneis the well with bukkets and water stands repair and mend the dykes and hing the bell thairof commodiouslie and the expenssis thairof sall be allowet in his comptis Secundlie that all uther grāmer scholes within this burt be visetet and dischairget and that M. William Robertoun awld maister haif na mae disciples nor is appoyntet to him be the toune Thridlie that all burgesses of this burt haiving thair childrein in hous with thame be dischairget fra putting or retening thaire bairnis at ony uther schole for lerning of grāmer except the said hie schole within certane dayes under ane amand to be payet to the said M. Hercules everie quarter for everie bairne utherwayes teachet Fourthlie appoynts James Nicoll bailzie Jhoun Jhonestoun M. Jhoun Prestoun and Henry Chairters to conveyne togidder on Sunday nixt at efternone with sic lernet men as may be had in this burt To gif thaire avyse and jugementis and sett downe the forme of certane cours and ordour of buiks and confessions to be tawcht within the said hie schole and to distingueis the sam fra that quhilk sall be teachet in the Colledge Last gevis commands to the common clerk to gif the said M. Hercules the dowbill of the contract betwix the guid toune and him and of all uther contracts decreitts priveledges and acts maid in favours of any mais-ters of the said schole in tyme past and sic writts as ar in the handis of the said M. William Robertoun concerning the said schole be gottin and resaivet from him.—vii. f. 102. b.

1584 August 26.—Ordanis the thesaurer to pay to M. Hercules Rollok maister of the hie schole the sowme of twenty fyve pund for the Lambes due last bypast of his yeirlie stipend of fyftie pund.—vii. 104. b.

1587 September 1.—Forsameikill as certaine of the scholeris of the hie schole quhais names followes hes nocht onely tayne vpoun thame to hald the schole againis thaire Maister bot als maist prowldie and contemptuously held the sam againis my Lord Prouest [William Little] and the bailzeis & being requyrit wald nocht render the sam quhairby the said prouest and bailzeis wes compellit to ding in peices ane of the durris thair of and win the sam be force at the quhilk tyme the said scholeris wes fund with pistols swords halberts & vther wawpouns & armour

agains al guid ordour & lawes and to the evill exampill of vtheris Followes thair names Gawine Tailzeor dwelland with James Williamsoun writter Nicoll Bannatyne sone to M. Thomas Bannatyne of Newtyle ane of the lordis of Sessioun Alex^r Tulloch sone to Ro^t Tulloch besyde Elgein of Murray Alex^r Naper sone to the laird of Merchustoun David Hamiltoun sone to James Hamiltoun of Ormestoun Adame Somervell sone to Robert Somervell Andro Ogilvy sone to the laird of Boyne Alex^r Tulloch sone to William Tulloch in Nairne Jhoun Zorstoun sone to Capitaine Zorstoun For the quhilk caus thai ar orderit to pay the sowme of xls ilk persoun swa many as may pay the samyn to the reparatioun of the dure and wyndoys and to underly the correctioun of thair Maister in the sicht of thair cōdisciples And siklyke for remēbrance of this present disobedience in exampill of vtheris to do the lyke It is ordainet and concludet that na priveledge be grätet in tyme cōing to any scholeris of the said schole bot anes in the yeir to witt fra the xv day of May to the xxii day thair of allanerly and at na vther tymes And gif any vther scholaris sall seik priveledge at ony vther tyme bot as said is that thai be punist in thair persouns for the samyn.—viii. f. 104. b. and 105. a.

1587 January 5.—Ordanet proclamatioun to be maid that the Maisters of the Colledge and grāmer schole of this burt is to enter to thair chairges and begyn thaire classes on Moonday nixt to cum and thairfore warening all studentis and scholeris to repair to thaire scholes and maisters the said day attour commanding that nane send thaire childrein to the saidis scholes quha hes any seik in thair howsses under the payne of dreid.—viii. f. 133.

March 6.—Forsmeikill as it is complenit to thame be the maisters of scholes That thai ar defrawdēt of thair wedges be the parents of the childer put to thame to learne Thairefore ordanis proclamatioun to be maid commanding that nane putt thair childeren to the saidis maisters without thai pay the foresaid quarter payment in hand and that thai tak thame nocht away untill they pay the currin quarteris restand swa that the saidis maisters haif na just caus of complaynt hereafter.—viii. f. 143.

1588 April 17.—Anent the supplicatioun given in before thame be M. Hercules Rollok Maister of the grāmer schole of this burt makand mentioun that quhairabout the space of four

yeires bypast vpoun informatioun of M^r James Lowsoun and uther favoreris of lerning heir he wes employet to undertak the chairge of thair hie schole in this burt upon sic conditiouns as the trublous estaitt of this cōmon weill than nicht suffer and upon promiseis be word that after tryell of his qualificatioun and diligence at the deceiss of M. William Robertsoune (quhais pensioun wes his hinderance) or sic meitt occasioun he suld be better provydet lyke as this toun hithertill hes ever bene meinfull & kynd to sic as ministeris in thaire public offices Nevertheless it is of trewt that as be Gods grace he hes gevin sufficient prwif of his hability and travellis swa he fyndis the fruitis thaireof towards him verray small and sclender speciallie his ordinarie stipend beand swa scairs as thair W. knawes and his casualeis of the scholeris verray incōstant and be daylie occasiouns (as brunts of pest and weir) easely dissoluit bot after lang tyme hardlie sett up and repairet and quhen the samyn wes at greittest perfectioun the commoditeis thairof to be far inferior to mennis expectatioun this than is that effect of his present switte and request thatt it wald pleis thaire W. to tak sic ordour anent him be augmenting his stipend as he may haif sum constant relief albeit his casualeis any tyme decay and swa he be nocht constraynit throw cairfull indigence to mix any uther industrie with his vocatioun quhilk in deid craves the hail mans consideration alswa being had of the derth inressing daylie quhairin he protests faytfullie that he is nocht utherwayes covetous of thair geir and howppis never to purches any store throw moyane of the schole bot only is desyrous to leve soberly upoun his lawbors and to saif his patrimony quhilk now he spends in thaire service for uphald of his awld aige and prouisioun to his posterity and he on the uther parte in cais of thair courtes dealing with him dar promiseis baldlie be Gods assistance the maist florissant schole bayt in plaice and lerning that ony mannis memorie can record within this realm als weill be his present paynis as be his monuments quhilk he hes in hand to serve utheris hereafter to the advancement of Gods glorie and comfort of this cōmonweill as the said supplicatioun proportet With the quhilk the said provest baillies counsall and deykins of craftis being rypelie advyset and understanding that his stipend of before extendit onely to the sowm of fiftie pund yeirlye according to the cōtract maid betwixt

the guid toun and him Thay in consideratioun of the said supplicatioun and for the causes contenit thaireuntill and upoun howpe of the said M. Hercules cair and vigilance in the faythefull discharge of his dewty in the said office Hes all in ane voce augmentit and be thir presents augmentis his stipend in the sowm of ane uther fyftie pund yeirlie swa his hail stipend to extend to the sowme of ane hunder pund yeirlie induring the tyme of his service in the said office and thairefore ordanis thaire thesaurers present and to cum to mak him guid and thankfull payment of the reddiest of thair comon guids at the termes uset and wont beginnand the said augmentatioun at the terme of Beltane nixt to cum.—viii. f. 149-150.

1589 August 27.—For dyvers causes and consideratiouns moving thame shawin on the behalf of the Maister of the grammar schole anent the ordor to be tane of the yeirlie priveledges and relaxatioun grantet to the scholeris of the said schole Gevis power and commissioun to M. Hercules Rollok present maister thairof to graunt to his scholeris the said privilege twyse in the yeir anes in May and anes in September ilk tyme aucht dayes allanerly as the maister sall fynd cōmodious except sum greitt occasioun interveyne that he aucht to consult with the counsell and the bairnis to repare daylie to the schole twa houres at his appoyntment and to keep guid ordour.—ix. f. 3.

1590 July 31.—The Counsell hes thocht expedient statute and ordainet That M. Hercules Rollok maister of the hie schole of this burt and his successours maisters of the samyn graunt na licence and tollerance hereafter to ony persouns by the scholleris and members of the said schole and others meitt for thair company to exerce ony gaim or pastyme within the yaird on closure of the said schole bot that instantlie after his knowledge thairof he inhibit and dischairge thame in name and authoritie of the magistrats of this burt and in cais of thair delay and persisting in the said pastymes that he acquaint immediately the saids magistrats or ony of thame that order may be tayne herewith and cais ony nycht bour under the jurisdictioun of this burt refuse to satisfy the said maisteris dischairge and Inhibition and remove fra the said bounds immediatlie the sam being tystifet and provin be the doctors of the schole sufficient witnesses the said nebouris sall pay ane unlaw of ten pund to the touns use—and the said M.

Hercules and his successours foresaids in cais thai failzie for thair part in the premiss sall likeways pay ane unlaw and this act to be extendet nocht onlie to all inhabitantis of this burt bot to gentilmen and all uthers that sall cum to the samyn.—ix. f. 52 and 53.

1590 November 11.—For causses and consideratiouns moving thame Inhibits and dischairges M. Hercules Rollok maister of the hie schole to be surety to ony persoun for ony sowmes of money or otherways under the payne of fourty pund to be payit to the guid toun swa aft as he failzies.—ix. f. 68.

1593 February 8.—Grauntis licence to M. William Murdo to have ane writting schole in ane of the chalmeris of the Hie schole for teaching the bairnis thair of to writt induring the touns will and to haif fourty poundis in the monet of ilk writter and ordaine the thesaurer to visyt the chalmer and pitt up buirds thairin.—ix. f. 243.

1594 July 11.—The same day gevis power and commissioun to M. James Balfour and M. William Watsoun ministers and com. of Counsel to pas in company with Ninian McMorane baillie to the hie schole of this burt and to visyt the estaitt of the bayrnis and doctors of classes thairin in thair order and all other things neidfull to be reformiet and to mak report thair of again to the counsell.—ix. f. 259.

December 27.—The sam day admitts and resaives Alexander Flemyng to instruct the bayrnes of the hie schole in writting and grantes unto him for exerce thair of the chalmer in the west end of the said schole and this in place of M. William Murdo quha had the said functioun thair before and for his dewty and scholage to tak and haif ten shilling of ilk bayrne quarterlie and this office to stand induring the touns will allanerlie ordaining him to follow and obey the order to be inioynet to him be M. Hercules Rollok maister of the grāmer schole.—x. f. 15.

January 17.—In consideratioun of the incres of the derth of all kynd of viueris and for the gevin better occasioun to M. Hercules Rollok maister of thaire grammer schole and his doctors to attend mare diligently and carefully upoun thair calling and to continue thairin and for dyvers other guid causs and consideratiouns moving thame Thairefor hes agreit and consultet that the said M. Hercules and his doctors sall tak and haif in scholage of all

toun bayrines cumand to be instructet in his schole half ane merk for the maister and fourty pennies quarterlie and this induring the touns will allanerlie and ordaines thaim to be thankfully ansret and payet.—x. f. 16. b.

1595 September 16.—The quhilk day Alexander Home of Norberwick-maynes prouest William Naper Richert Doby William Hamiltoun baillies the deyne of gild thesaurer and maist pairt of the counsall and deykins of crafts beand convenand and consultand upoun the straying accident fallin furt throw the schoting and slaying of Jhoun McMorane baillie zisternicht efter fyve houres be ane schott of ane pistolett in his foreheyd & keip-and the samyn and affeir halding and fenceing of thaire schirray court & accusing of William Sincler scholer son to the chanceler of Caithnes as scheuter of the said schott and ane lettre being presentit fra his majestie for continewatioun thair of The said baillies counsall and deykins hes agreitt & votet for obedience of his majestie to continew the said court to setteday nixt and hes appoyntet thir persouns to pas to his majestie at Falkland to witt my Lord prouest William Naper William Hamiltoun baillies Jhoun Moresoun Jhoun Robertsoun James Nicoll Jhoun Dowgall George Hereot Jhoun Arnott W^m Symontoun Eduard Galbrayt Jhoun Watt to expone the mater to sie that the touns priveledge may be keipit.—x. f. 41. b.

December 26.—The sam day haiffand considderatioun of the euill exampill and incōvenences to follow upoun the resaving anie into thair grammer schole of the bayrnis quhilk held the sam agains the magestratts the tyme of the slaughter of umquhil Jhoun McMorane baillie and understanding that it is nocht the Kingis Majesties will that thai sall abyde thairat nochtwithstanding the warrands Thairfore thai ordaine M. Hercules Rollok Maister of the said schole to remove and putt away the said bayrnis and scholleris furt of the said schole and keip thame na langer thairin under the payne of depriviatioun of him of his office And als understanding that the said M. Hercules be the contract appoÿtmēt maid betwixt the said guid toun and him in anno Jajv and fourscore four zeirris is oblisit to uphald the glas wyndoys of the said schole thai ordaine him to caus glas sufficientlie the said wyndoys of new betwix this and candilmes nixt and to uphald the sam induring his tyme in the said office And for

weighty consideratiouns moving thame Thay be thir presentis dischairges the augmentatioun of the scholleris fies and dewteis grauntet unto him and his doctours be ane act of counsall daittet the 17 of Januar 1594 and this it is thair will and mynd And last that he and his doctours attend more diligentlie upoun thaire schole and scholleris teache thame sufficientlie and keip thame in gritter aw and disciplyne nor thai haif done of befor for eschewing of sic surrectioun as hes fallin furt at sundry tymes amangst thame as the said Maister and doctours will answer to the guid toun And ordanis ane extract of this act to be gevin to the said Mayster that he pretend na ignorance.—x. f. 58. b. 59. a.

1595 February 20.—Being conveint in counsall for taking ordour anent thair cōmoun effaires and amange the rest with the estait of thair grāmer schole they causett call in befor thame M. Hercules Rollok Maister thairaf quha cōperand personallie thay layit to his chairge that he had nocht observet and keippit his pairt of the cōtract maid betwixt the guid toun and him anno Jajv and fourscore foure yeires nor yitt obeyet the act of counsall injoynit to him the xx of december last bot had cōtravenit the samyn and inspeciall that he had nocht uphalden and repayret the glas wyndoys of the schole according to the said cōtract and act of counsall bot had sufferit the samyn to decay To the quhilk he ansret that it wes nocht in his power to uphald the said wyndoys be ressoun that befor the said schole wes incloset with wallis about the samyn wes patent to all men lyke as all the dorris behovit to be left oppin to the warkmen and warkhors at the bigging of the dykes during the quhilk spaice the said wyndoys could nocht be keippitt. And als thay layet to his chairge that sen the making of the said cōtract and cōtrér to the inhibitioun of the said act he had tayne gritter dewty and scholage of the said bayrinis nor wes cōtent thairin and usit extraordinare and sinister meanes to obteyne the sam quhairupoun thair arayse of laitt greitt contentioun within his schole and in speciall that he had refusit to teache ane bairne of James Borthuik writter albeit he offerit him ane merk in the quarter quhilk wes foure tymes hes ordinare dewtie To the quhilk he ansrit that he fand nane swa undiscrit that wald gif him na maire nor the dewty of his cōtract and that he nicht refuis the said James becaus he wes na burges

Item thay layit to his chairge that he had laitlie tayne ane gift

of the office of the grammer schole of this burt bye the toun fra the abbott of Halyruidhous to thair greitt hurt and preiudice To the quhilk he ansret and confest that within this twalf monet he had tane ane gift of the said abbot to be used as occasioun The said baillies &c. eftir thai had removit the said Maister Hercules and incallit him againe Thay fand that he had nocht observet and keippit the poyntis of the said contract for his pairt thair of nor yitt obeyit the said act bot cōtravenit the samyn and speciallie in the poyntis foresaid and that he had failzet to the guid toun in purchessing the said gift bye thair consent As als wa fand that he hes gevin thame just occasioun to dischaige him the said office And thairefore presently thay depyvit and dischairget him the samyn in all tym coming And ordanet William Smaill and Hew Broun baillies and Jhoun Jacksoun thesaurer to close up the schole and intromett with the keyis thair of gif anie be.—x. f. 66. a. and b.

1597 November 25.—Appoynts Roger McNacht Alex^r Myller with my lord prouest [Henry Nisbet] to meitt and confer with twa ministers and twa lawers for taking ordour with the hie schole.—x. f. 156.

1598 July 21.—The samin day the forme and ordour of thair grammer schole being presentit and red before thaim Thay ratifyet and approve the samin and ordanis it to be registrat in thair Counsell buik quhair of the tenor followis.

The opinioun counsall and advyce of the rycht honorabill Mr Johne Prestoun of barnis ane of the Senators of the Colledge of Justice Maisteris Johne Scherp Thomas Craig Jhon Nicolsoun Jhon Russell William Oliphant & James Donaldsoun advocats Mr Robert Rollok principall of the Colledge of Edinburgh Henry Nisbet provest Alex^r Peirsoun James Nisbet baillies of Edinburgh Williame Napere deyne of gild of the samyn Maisteris Walter Balcanquell James Balfour and William Watsoun ministeris at Edinburgh Mr William Scott writter convenit in the said colledge 26 Dec. 1597 for provyding of Maisters to the grammer schole of Edinburgh as followis.

Inprimis Thay think best and expedient that thair be four lernit and godlie men appointit regents to teache the grammer schole of Ed^r in all tyme cuming be foure severall classis in maner following.

The first clas and regent thereof sall teache the first and secund rudiments of Dumbar with the colloques of Corderius and on Sonday Catechesis Palatinatus.

The secund regent sall teache the rules of the first part of Pelisso with Cicerois familiar epistilles and to mak sum versioun thryse in the oulk and to teache thame on sonday the foresaid Catechise laitlie sett owt in latine with Ouid de tristibus.

The thrid regent sall teache the secund part of Pelisso with the supplement of Erasmus Sintaxis Terence The metamorphosis of Ouide with Buquhannanis psalmes on sonday.

The ferd sall teache the thrid part of Pelisso with Buquhannanis Prosodia Taleus figures and rhetorik figure constructionis Thome Linacri Virgilius Salustius Cesaris commentaria & Florus Ouidij epistole and the heroik psalmes of Buquhannane on sonday.

Ilkane of the foresaid four regentis sall teache thair clas in severall howssis and to this effect the hie schole sall be devydit in four houssis be thre parpennis.

Item to the effect thair may be the better harmonye betuix the saidis four regentis in thair procedour and teacheing and that thay may the bettir answer for thair dewtie dischairges simplicitier maisters or other persons quhatsumevir of teacheing of any rudiments or any uther buik of latine in any of thair lecture scholis swa that the first regent may be the mair answerabill in grunding and instructing thame in Rudiments.

It is alwayes provydit in favoures of the lecture scholis That nane sall be resauet in the said first clas bot he quha can reid first perfytelie Inglis with sum writt and the said first regent sall nawayis be sufferit to teache any the first a b c in Reding.

Item the said ferd Regent sall be principall of the said schole and Regentis and hawe the owersicht of thame all viz. he sall sie and animadvert that every ane of the Regents keip thair awin houres maner and forme of teacheing presentlie set downe and that thai and ilkane of thaim continuallie awaitt all the day lang upoun the schole in teacheing and exeming thair bayrnis and that all the saids regents the principall as well as the other thrie inferiouris ilkane of thame teache thair awin clas and that ilkane of thame use correctioun upon thair awin disciples except in

great and notorious falts all the foure to be assemblit in ane hous and have the principall regent to puneis the same.

Item the Regent of Humanitie erectit in the Colledge sall teache yeirlie the Rhetorik of Cassinder The oraciouns of Cicero and sall caus his schollers owklie mak schort declamations.

Item he sall teache Horace Juvenall Plautus The greik grammer with certaine greik authoris and as the bayrnis learnis ane Oracioun of Cicero he sall caus thame every ane of thame severally declame the samyn publictlie in the schole.

Convenit in the Counsale hous 9 Jan^{ry} 1597 Be directioun of the kirk and Counsell yesterday The provest James Nesbit Alex^r Peirsoun baillies with Mr Walter Balcanquell & Mr William Watsoun ministers Mr James Donaldsoun & Mr William Scott Agreyis that the personis following Mr George Haisting sall be the first regent Laurence Pacok secund Mr Jhone Balfour thrid and Mr Alex^r Home ferd and principall and sall gif ane pruiife of thair teacheing quhill mertimes nixt allenarlie and to begin at Candlemes next and to publeis aucht dayis before be proclama-tioun throw the town the provisioun of the grammer schole with sufficient masters That the bayrnis may convene.

Hes thocht guid to mak the feyis and quarter payments of the said regents in this maner viz. The first and secund Regents sall haif quarterlie ilkane threttein schillings four penneis The thrid fyftein schillings and the ferd and principall Twenty schillings.

Thair feyis the first and secund ilk ane Twenty pund The thrid fourty merks and the Principall twa hunder merks.

The samin day the foresaids Provest baillies and Counsell dis-chairges all maisters Regents and teachers of bayrnis in thair grammer schole of all craving and Resaving of any bleyis sylver of thair bayrnis and scholers as alsua of any bent sylver except and four penneis at ane tyme allenerlie.—x. f. 193-4.

1598 July 21.—The thesaurer to pay to M. George Haistie first regent of thair hie schole ten pund to Laurence Pacok secund regent ten pund to M. Jhoun Balfour third regent saxty merks and to M. Alex^r Home first regent and principall ane hundret merks as thair stipends.—x. f. 194.

1599 May 4.—The quhilk day the Baillies Deyne of gild and maist part of the counsell and deykens of craftis being convenit having hard and considerit the report maid vnto thame be sic as

wes deputt to confer and tak ordour with the maters of the grāmer schole for the caussis and consideratiouns schawin thame fynds guid to Innovatt and alter and reform the tabill maid anent the ordour of the grammer schole and regestratt in the counsall buik the xvij day of October last in the heids and poynts following To witt anent the heid quhairby the bayrnis that sall cum to ony class ar ordanet to be presentet to the principall and he to tak vp thair names and tak tryell of thair habilitie and enter thame to ane saige according to thair capacitie It is eiket thairto That gif the principall resaeue any schollers to his classe quha wes nocht in the hie schole thai sall be tryet and fund meitt for his classe be the haill four regents of the grammer schole Item anent the article concerning the xl^d to be gevin to the principall for ilk scholler quarterly and anent the stipend quhilk the three inferiour regents hes of the toun as als anent the quarter payments to be tayne be thame of thair schollers It is fund expedient To discharge the xl^d grantet to the principall Maister as said is and grantis and ordanis that euerie maister resaeue his dewteis as followis To witt the first regent to tak and haif of his scholleris ane merk in the quarter ilk persoun the second sextein schillings and the thrid twenty schillings and thir thre to haif na stipends of the toun Be reassoun of thair honest allowance and the fourt or principall maister to haif twenty schillings in the quarter of ilk bayrne in his classe and to haif his ordiner stipend of twa hunder merks in the yeir of the toun according to the tabill and forder for this yeir allanerlie In respect of the fewnes of his bayrnis thay grant vnto him ane hunder merks to be payet be the toun and ordanis the said four maisters to be wayrnit to compeir before thame on wednesday nixtt to se gif thai will accept the said conditionis.—x. f. 234. a.

1599 November 23.—Ordanis the Thesaurer to pay M. Alex^r Home principall of thair Grāmer scole the sowme of ane hundret merkis grantit to him for the yeir of God 1599 instant.—x. f. 257.

1600 February 20.—Haifing red and considerit the supplicatioun gevin in befor thame for the pairt of the relict and bairnis of umquhile M. Hercules Rollok sometyme Maister of the grāmer scole findis that the guid toun is nocht addettit to him in ony kynd of sowme for ony thing that he might haif laid to thair

chairge and nevertheless of thair awin benevolence and guidwill and becaus he was thair common servand and to give all uthers in the lyk rank occasioun to doe thair dewtie to the guid toune in thair offices Thay be thir presentis grantis and geves unto the said relict and bairnis of the said umquhile M. Hercules furth of the reddiest of thair cownone guid the sowme of fyve hundredth merkis money to be payit to thame at Alhalomes nixt And ordanis Jhon Jaksons thesaurer to mak payment of the same to thame at the said terme and to tak thair sufficient acquittance thairupoun and to be cairfull to see that the same be employit upoun land or a rent sufficientlie in lyfrent to the said relict and in heritage to the saidis bairnis.—x. f. 270.

1601 September 2.—After lang deliberatioun fynds guid that thair Hie Schole be brocht to the awld ordour of ane Maister and ane schole and to alter and dischairge the last forme of foure maisters and four scholes in respect that the said maisters keippet nocht the ordour gevin thame quhairby many inconvenients hes followet and ordanis Thomas Fyscheares and Patrick Sandelands to report the sam to the four Sessiouns of the Kirk that farder ordour may be tane with the said schole.—xi. f. 55.

1611 January 25.—The same day after ressoning vpoun the affayres of thair hie schole and considerand how necessare it is that thair be ane sufficient number of doctouris in the said grammer schole vnder the principall maister thair of for the better instructing of the bayrnis and attending vpoun thame quhilk cannot be done without ane competent moyane for thair intertenement Thairfore and for dyver gude consideratiounis moving thame Hes with avyse of the Ministry and Sessioun of the Kirk Thocht expedient grantet and consentet That all toun bayrnis resortand to the said schole sall pay yeirlie at foure seuerall termes vsit and wont induring the touns will the sowme of twentie schillings money quhair of twelf schillings sall pertene to the principall maister and aucht schillings to thair doctor for the quhilk the said maister sall be oblist to provyde the number of foure doctouris sufficient persouns in conversatioun and literature for whome he sall be haldin to ansuer and to cause thame do thair dewty and to be thankfully payit of thair said scholage in full contentatioun of all things quhilk thai may tak or haif of the said bayrnis.—xii. f. 56. b.

1614 April 22.—The sam day vnderstanding that the bayrnis of the Latyne and Vulgare scholes passis to thair pastymes vpoun the Setterday before Palme Sunday ilk yeir and that the samyn is fund falt with be the Sessioun of the Kirk conforme to thair act maid thairanent Thairfore and for eschewing the Inconuenients thair of and for dyuers other guid consideratiouns moving thame Thay Inhibite and dischairges the sam impliciter in all tyme cuming.—xii. f. 149. b.

November 9.—Ordanis in all tyme cuming Mr Johnni Rea maister of thair hie schole To keip and observe the reullis and ordouris following In teacheing the schollers of the samine Imprimis that the Rudimentaris be all under ane doctor And that Dumbar's Rudiments be onlie taught as maist approved and ressavit in the cuntrie The first pairt whair of is ane introduction to the first pairt of the Despauters grammer and the uther pairt serveing as ane introduction to the secund pairt of Despauter And that thair be conjoynit thairwith the vocables of Striuisburgius for practise of declyning Dicta Sapientium and the distiche of Cato as for praxis to the uther pairt of the Rudiments.

That the secund classe learne Despauters first pairt and conjoyne thairwith Corderius Minora Colloquia Erasmi The select epistles of Cicero collectit be Sturmius and quhowson thai enter into the third buik of the first pairt That thai be exerceisit in theimis and versiounis alternis.

That the third classe learne Despauters secund pairt and thairwith the familiar epistles of Cicero his treatise de Senectute or de Amicitia and that Terence be ever ane of thair lessonis and gif it be fund gude to gif thame sum ingress in poesie for interpretatioun as of Ovides epistles or his Tristia as also to hald thaim exercised in theimis and epistles.

And that the ferd classe learne the third and fourt partis of Despauter with some fables of Ovid his metamorphose or Virgill adjoyning thairwith Quintus Curtius or Cesaris commentaria and gif thai be mair capable Suetonius And that thair exercises be in versiounis and in verse making of Theimis braking and making of versis as thair spiritis servis thame.

And that the hie classe learne the Rhetoricque some of Cicero his oratiounis or de Oratore or de claris Oratoribus Salust Plau-

tus Horace Juvenall Persius And that thai be exercised in orationis compositionis versionis and in verse quhois gift servis thaim And that prose and verse be taught alternative and to teache the greik grammer Lyesiod or Thergius.

And that thair be repetitiounis and disputes everie oulk siclyk tuyse publict examinationis yeirlie in presence of the Ministers and Magistrates The first to be in the beginning of May and the uthir the twentie day of October quhen the hie classe passis to the Colledge and that nane be sufferit to assend in the schoole or pas to the Colledge bot quha efter examinatioun ar Judgit worthie.—xii. f. 167-8.

1616 February 7.—Comperit James Herreot merchand Thesaurer to the Sessioun of the kirk of Edinburgh and for fulfilling of the act of the Sessioun of the kirk of Edinburgh of the dait the twentie twa day of Junii last maid delyuerie to the saidis Provest baillies and counsale of the soume of Ane thousand merkis in reddie gold and siclyk delyuerit to thame ane obligatione maid be Harie Hoip merchand burges of the said burgh to the Sessioun of the kirk said kirk conveying the soume of ane thousand merkis to be payit at Witsunday nixt to be redelyuerit to the said Harie to the effect the said Harie may mak the saidis Provest baillies ane full securitie for the said soume to be payit be him to thame at the said terme and that in contentatione of the vther thousand merkis which he is ordanit be the said act to delyuer to the saidis Provest baillies and counsall to be employit vpoune annuelrent to the behuif of the four doctoris of the grammer schole That ilk ane of thame may resauie yeirlie the soume of fiftie merkis for thair supplie in all tyme cuming at four terminis in the yeir Lambes Alhallowmes Candlemes and Beltane be equall portionnis as at mair lenth is conteynit in the said act of the dait forsaid Quhilk thousand merkis money and obligation forsaidis The saidis Provest baillies and counsall acceptit in full contentatione of the said soume of twa thousand merkis contenit in the said act and bindis and oblisses thame and thair successoris to employ the samine to the effect forsaid and ordanis Johnne Byris thesaurer present to ressaue the said soume of ane thousand merkis togidder with the said obligatione and the said Johnne Byris and his successoris in the said office of thesaurarie to content and pay to the four ordiner docteris of thair grammer

schole yeirlie ilk man the soume of fiftie merkis be four equall portionnis and at the four termis above writtin begynnand the first termis payment at Lambes nixt ay and quhill the soume of twa thousand merkis be imployit be thame or thair successoris vpon sufficient land or annuelrent to the effect forsaid quhill soume and obligatioun forsaid the said Johnne Byris thesaurer ressaue and ordanis him to be chargit thairwith in his comptis.—xii. f. 209-10.

1616 June 14.—Ordains Johnne Byris thesaurer to len to Harie Houpe merchand the soume of Tua thousand merkis money ressavit be the guid toun from the Sessioun to the use of the Doctors of the hie schoole to the terme of mertimes nixt for payment of Ten of the hundrieth for ilk hundrieth thair of and to ressaive the said Haries obligatioun for repayment thair of at the said terme and ordains the said thesaurer to be chairgit thairwith in his comptis and to mak payment to the said Doctors of the hie schole at the several times in the yeir.—xii. f. 222.

1617 March 14.—Johnne Byris thesaurer to delyver the pulpit in the hie schole to Alex. Speir to be put in the kirk of the Graifriers.—xii. f. 252. b.

1564 July 26.—The Counsell taking to consideratioun the supplicatioun presented to them be Maister Hew Wallace, Maister of the grammer school desyryng first that sieing the Rudimentarie Classe hes wanted a Doctor this some tyme bygane so that the chairge thair of lay in the Maister and the three Doctors that there might be a fourth admitted to the said place. Secondlie, That sieing the Doctors conditioun being mean of itself will be meaner far be wanting the benefite of that classe The counsell would be pleased to give them some augmentatioun Thirdlie, that sieing the Maister will have served againe Lambes four yeirs and is payed onlie of three order might be given for payment to him of the fourt lieving any acknowledgement for his transportatioun to the counsells owen discretioun quhillk desyris being recomendit to the Baillie Robert Murrey, James Ellies, David Wilkie and John Milne they gave in their report as followes That a fourt Doctor be admittit That the Counsell grant augmentatioun of the Doctors fies lieving to the Counsell the proportion of the augmentatioun and divisioun thair of That the Maister be payed of the yeirs fie dew And farder that the Maister and

doctoris be received in counsell and give their Aith of fidelitie and diligence That vulgar schoolmasters be dischairged to teache Latine And that there be a visitatioun of the school for ordoring and discipline The Counsell in relatioun to the premisses admitts and receives Maister James Brown to be doctor of the Rudimentarie classe dureing the Counsell's pleasure who compeirand acceptit and gave his oath of fidelitie and diligence And siklyk graunts augmentatioun to the four Doctors of ane hundreth merkis be yeir to the twa hundreth merkis they had amongst them formerlie quihlk maks now thrie hundreth merkis yeirle to be devydit as followis viz. to the Doctors of the twa highest classes thrie scoir pundis be yeir ilk Doctor And to the uther twa of the laighest classes fourtie pund eache of them yeirle to be payit at the four usuall termes of the yeir Candlemes Beltan Lambes and Hallowmes, beginand the first quarteris payment of the new augmentatioun at Hallowmes next and ordaines the Thesaurers of this Brugh to pay the same quhairnent thir presents sall be their warrand And siklyk ordaines the thesaurer Andro Bryssone to content and pay to M^r Hew Wallace the soume of twa hundreth merkis money for his fall anno 16 hundred and fiftie and restand awand unpeyit and thir presents sall be his warrand Lykas the said M^r Hew Wallace Maister with M^r Francis Cockburne Maister Samuel M^ckerne and M^r Joⁿ Whytlaw the other thrie Doctors compeir and gave thair oaths of fidelitie and diligence And siklyk the Counsell heirby dischairges any vulgar schoolmaster to teache Latine within this Brugh and appoyntis Hew Hamiltoun and Robert Murrey baillies Ja^s Ellies John Milne and Gilbert Somervell to make a visite of the school for ordor and diligence.—xviii. f. 106. b. and 107.

1656 May 28.—Graunts M^r John Whytlaw and M^r James Brown teacheris of the two inferior classes of the grammer schooll the soume of Thrie scoir pundis yierle eache of them as their yeirle fial dureing the Counsell's pleasure in respect of the extraordinairie paines taken be them in the dischairge of their dewtie upon the weak capacities of children in their younger yeires quihlk requyres double diligence And siklyk in respect of the paucitie of the schollers they have had in their classes this wholl yeir last be reasone of the deceist Maister his constant sickness unto

death Beginand the first termes payment at this terme of Witsunday 1656 and so furth termlic thaireftir durement the Counsellis pleasure as said is and ordaines the thesaurers of this brugh to pay the same.—xix. f. 128.

1684 April 30.—The which day Anent the petitione given in be the doctors of the Hie schooll mentioning that whereas it is not unknowen to the Counsell that now and these severall years by gone the benefeit of the schooll neither is nor haith bein able to mentain them honestly as their statione does requyre and by noe fawlt in them their dilligence attendance and abilityes being verie weell knowen to such as intrust their children with them But it meirely proceeds from the private schoolls and devisione of the government which nurish them who (if they be suppressed by authority) doe become so thair mortall enemies that they effectually recomend the children and schollers to other schoolmasters, slandering and misrepresenting the petitioners to all concerned in them And by these means the hie schooll (where they are and may be als weill tawght as formerly) never flourish without which the saids petitioners cannot have a competent livehood especially if the Counsell consider that they have less publick Cellary than ther predecessors Hoping also that the Counsell will considder this and with the former reasones that the verrie presenters of this cittie and doctors of other gramer schoolls have two hundred merks of Cellary though both of them be inferior to the saids petitioners in respect to thair station and the last in respect of their patrones Beseechand therefore the saids Provost Baillies and Counsell that these reasones would move them (in the augmentation of the saids Petitioners Cellaries) To make some just proportion betwixt their indefatigable paines and proffit which at present is verrie litle and betwixt their Cellaries and others offar inferior citties that for the present they may leive as the good touns servants and as their station dooth require and for the future may not be troublesome to the world either in seekness or old age as the petitione bears Which being considered be the Counsell they appoynt the petitioners stepands or Celleries to be ane hundred pundis scots each of them yearly and appoynts the toun Thesaurer to pay the same to them from Witsunday nixt and in tyme coming durement the Counsellis pleasure.—xxxi. f. 11.

imitable beauty of the verse, can never be too much read or studied in Christian schools.

310. Concerning the method and order of reading of the Latin authors in schools, their opinion in general is, that, in language, as in every thing else, a master ought to begin with what is most easy; and since, in all languages, the Greek and Latin, more especially poetry, is much more difficult than prose, it follows that a boy ought not to attempt the one, till he is well acquainted with the other; that is, till he is master of the flexion of nouns and verbs, understands the most essential rules of the syntax, and can make a shift by himself to understand a plain prose author. The reason of this is obvious; for the poetical style, which the poets call the language of the gods, differing so wide from that of history, speeches, or conversation, is full of bold figures, lofty strains, and uncommon turns of wit, and, therefore, cannot but often puzzle a young beginner, if he comes to them *illotis manibus*, as we say, that is, raw and unprepared, for not having laid the foundation before mentioned. Yet this needs not be extended to Sulpitius *de Moribus*, Cato's *Distichs*, or any other of that kind. For these, having nothing of poetry in them but the numbers, are for the most part easy enough, and may be of good use in forming the manners, exercising their memories, and improving their pronunciation.

Lastly, they are persuaded teachers cannot act a more unskilful part with respect to their scholars, than by changing their authors too often; the skipping from one to another serving not to inform, but to perplex their understanding with variety of styles, as the alteration of masters is observed to retard their progress, by the confusion of different methods. Nothing can be more certain than that one author, carefully read, and thoroughly understood, will improve a lad more in the language, and make him really fitter to understand even such books as he never saw, than if he had run over most or all of them in the cursory or superficial way that is commonly practised. For, in this slow but sure method, he will contract a familiar acquaintance with his author, his style, his manner, his phrases, and form himself on his model, and insensibly imitate him, as often as he has occasion to speak or write. They are the more confirmed in this opinion, when they consider that some authors are so excellent in their

kind, as, for instance, among the poets, Terence, Virgil, and Horace, and, among prose writers, Cæsar and Livy, that they can never be too often read, or too well understood, by such as would attain to the true purity and elegance of the Latin tongue. As to the translations and other exercises set down by Mr Skene (the disputes on Saturday being excepted, of which, with the discipline of the school their thoughts will appear on a paper apart), together with the present method of teaching, they fully approve of them, as proper and useful; and are persuaded that such a method, closely pursued, by undoubted abilities, cannot but exceedingly contribute to the improvement of youth in the Latin tongue, and will certainly answer all the ends of a Latin school.

The list of the authors of which any may be read in the several classes, is as follows:—

IN THE HIGHEST CLASS; *Poets*,—Terence, Virgil, Lucan, Horace, Juvenal, Buchanan's Psalms.

Prose Authors,—Cicero's Select Orations, Livy, Florus, Sallust, Sueton, Vossius' little compend of Rhetoric.

IN THE SECOND CLASS; *Poets*,—Virgil's Pastorals, Claudian, Ovid's Metamorphosis, Buchanan's Psalms.

Prose Authors,—Cæsar's Commentaries, Velleius Paterculus, Justin, Curtius.

IN THE THIRD CLASS; *Poets*,—Phædrus, Ovid's Epistles or Metamorphosis.

Prose Authors,—Cicero's Select Epistles, Cornelius Nepos.

IN THE FOURTH CLASS,—Sulpitius de Moribus, Cato's Moral Distichs, Phædri Fabulæ.

Prose Authors,—Corderii, Erasmi, et Castalionis Colloquia.

IN THE LOWEST CLASS,—Vocables, Variæ Loquendi Formulæ Dicta Sapientum, Rudimenta Pietatis.

In this catalogue are first left out Persius, for the sake of his obscure and crabbed style, though, indeed, an author of excellent thoughts and refined morality, but much fitter for the perusal of men than boys. 2. The Westminster Catechism, because the Latin of it lying under many exceptions, it is the opinion of the University that it may be taught to better purpose in English on the Lord's day. As to Buchanan's excellent History, and his other Poems, distinct from the Psalms, though left out here, upon reasons laid down before, they may nevertheless be recommended to

be read in private by those of the First Class, who, if they have not lost their time, will find little difficulty in understanding him, or any other modern author worth reading.

Concerning the *Discipline* of the school, it will be convenient that the discipline of each class be exercised, as it was some years ago, by its proper master in all ordinary cases. But, in great faults or disorders, the boys that are guilty are to be chastised by the Rector himself, that they may be ashamed, and others frightened from the like faults: That as all the Masters have the immediate charge of teaching and discipline in their respective classes, so the Rector have not only the same charge in his own class, but take care also that all the Masters wait punctually on the school at the ordinary diets, be diligent and faithful in their business, and if any of them should either neglect his duty, or perform it superficially, or should not observe a prudent constant course of discipline and good order, the Rector is then to admonish him privately for the first time; for the second, before all his colleagues; and, if he regard not that, the Rector is, without delay, to represent the matter to the Magistrates and Town council.

That the time of disputing now in the school on Saturday afternoon, be employed by the Rector and Masters in reviewing what hath been taught that week in their respective classes, in the way that they shall think most proper and convenient for the improvement of the scholars; only, the first Saturday of every month, they may be allowed to dispute as formerly: That, at the ascension of the classes, particular care be taken that such only be allowed to advance as understand, tolerably well at least, those things that have been taught the preceding year: That the scholars, every fortnight, be allowed to play and refresh themselves one whole afternoon, in place of all the other ordinary occasions of dismissing the school, such as entering of new scholars, the paying of quarter payment, at the desire of the boy that is victor at Candelmas, or of gentlemen or ladies walking in the yard, &c. But, on public and solemn extraordinary occasions this matter must be left to the prudence and discretion of the Rector and Masters.

EDINBURGH UNIVERSITY, the seventh day of February 1710 years.—*Sic subscrib.* W. Carstares, Prin. William Hamilton, P.P. Robert Stewart, P.P. Col. Drummond, P.P. Lau. Dundas,

sanam integram non rasam, non cancellatam, nec in aliqua sui parte suspectam, ad plenum intellexisse sub hac forma :—To ALL AND SYNDRY to quhais knowlege thir present Lettres sall cum, We George be the permissioun of God, abbot of the abbay of the Haly croce besyde Edinburgh, and the Conuent of the samyn chepturlie gadderit thairto, greting in God euerlesting. Forsamekle as it is cleirlye knawin and wnderstand to us, that our louit clerk and oratour Maister David Vocat principale Maister and Techour of our Gramar skule of the burgh of Edinburgh, hes chosin his louit freind and discipill, Maister Hary Henrisoun to be con-maister with him into the said skule, and to haiff the haiff profitis thaireof during the lyftetye of the said Maister David, and is content that eftir his deceiss, the said Maister Hary succede and be successour to him, and heirapovn has enterit him into the said skule, as autentik instrumentis and writings made thairupon proportis: And becauss We, the saidis Abbot and conuent understandis the said Maister Hary is abill and sufficientlie qualifyit tharto, hes maid under him gude and perite scolaris now lattlie the tyme that he was Maister of our skule within our burgh of the Canongate, Heirfor We, for Us and for our successouris with aue consent and assent hes ratifyit and appreuit, and be thir presentis ratifyis and approevis the said admissioun of the said Maister Hary to be con-maister of the said gramar skule, and the appunctuament maid betwix the said Maister David and him thairwpon: And mair attour, We, for the caussis forsaidis, now as than, and than as now, hes gevin and grantit, and be thir presentis for Us and our successouris gevis and grantis frelie to the said Maister Hary Henrysoun, pouir and license to be principall Maister of the said gramar skule, eftir the said Maister David deceise and successour to him; and nane utheris alanerly for all the dayis of his lyftetye, To be haldin and to be had all and haill the said skule and Maisterschip thairof with all and syndrie profitis, commoditeis and dewiteis perteing or that may pertene thairto in tym to cum, to the said Maister Hary Henrisoun during all the dayis of his lyfe fairsaid of WS and our abbay and successouris to be peciabilly brukit and josit be him, als fre and sicklyke as the said Maister David brukit and joisit the samyn of befoir, bot ony reuocatioun, impediment or obstakill quahatsumever, And dischairgeis all utheris of ony teching of Grammar sculis

L.L.P. Jo. Cumin, jun. S.S.T.P., Regius. John Goodale, L. Heb. Pr.

Which being considered by the Council, they, with the extraordinary deacons, approved of the foresaid Overtures, and ordained the same to be observed in all time coming. And, further, the Council recommended that, at Whitsunday and Martinmas yearly, the High School be visited by the Magistrates; and that the Rector advertise the council thereof eight days before each term; and that, for the encouraging of boys of spirit, that some small reward in books be given to the best scholars in each class, according to their merit, as formerly.—xxxix. p. 636-42.

No. II.—Page 4.

ROYAL PRESENTATIONS TO THE OFFICE OF HEAD-MASTER OF THE
HIGH SCHOOL OF EDINBURGH.

1. *Charter of King James V., dated March 21, 1529-30, sanctioning the appointment, of date Sept. 4, 1524, by the Bishop of Dunkeld, of HENRY HENRYSON, M.A.* [Copied from the Register of the Great Seal of Scotland, vol. xxiii. No. 157.]

CARTA JACOBI ^{vi} HENRICO HENRISOUN, SUPER OFFICIO MAGISTERII
ERUDITIONIS, IN SCHOLA GRAMMATICALI DE EDINBURGH.

JACOBUS Dei gratia Rex Scotorum Omnibus probis hominibus totius terræ suæ, clericis et laicis, Salutem. Sciatis nos quandam Literam donationis factam per reverendum in Christo patrem Georgium Dunkeldensem, Episcopum, Abbatem Monasterij nostri Sanctæ Crucis prope Edinburgh, pro tempore, cum consensu conventus ejusdem sub eorum communi sigillo, dilecto nostro Magistro Henrico Henrisoun, super officio Magisterii eruditionis, instructionis et principalis gubernationis Scolæ Grammaticalis Burgi nostri de Edinburgh, durante vita sua, cum omnibus feodis, privilegijs, devorijis, et proficijs eidem officio pertinentibus de mandato nostro visam lectam inspectam et diligenter examinatam

sanam integram non rasam, non cancellatam, nec in aliqua sui parte suspectam, ad plenum intellexisse sub hac forma :—To ALL AND SYNDRY to quhais knowledge thir present Lettres sall cum, We George be the permissioun of God, abbot of the abbay of the Haly croce besyde Edinburgh, and the Conuent of the samyn chepturleie gadderit thairto, greting in God euerlesting. Forsamekle as it is cleirlye knawin and wnderstand to us, that our louit clerk and oratour Maister David Vocat principale Maister and Tychour of our Gramar skule of the burgh of Edinburgh, hes chosin his louit freind and discipill, Maister Hary Henrisoun to be con-maister with him into the said skule, and to haiff the haiff profitis thaireof during the lyftetye of the said Maister David, and is content that eftir his deceiss, the said Maister Hary succede and be successour to him, and heirapovn has enterit him into the said skule, as autentik instrumentis and writings made thairupon proportis: And becauss We, the saidis Abbot and conuent understandis the said Maister Hary is abill and sufficientlie qualifyit tharto, hes maid under him gude and perite scolaris now laillie the tyme that he was Maister of our skule within our burgh of the Canongate, Heirfor We, for Us and for our successouris with ane consent and assent hes ratifyit and appreuit, and be thir presentis ratifyis and approevis the said admissioun of the said Maister Hary to be con-maister of the said gramar skule, and the appunctuament maid betwix the said Maister David and him thairwpon: And mair attour, We, for the caussis forsaidis, now as than, and than as now, hes gevin and grantit, and be thir presentis for Us and our successouris gevis and grantis frelie to the said Maister Hary Henrysoun, pouir and license to be principall Maister of the said gramar skule, eftir the said Maister David deceise and successour to him; and nane utheris alanerly for all the dayis of his lyftetye, To be haldin and to be had all and haill the said skule and Maisterschip thaireof with all and syndrie profitis, commoditeis and dewiteis perteneing or that may pertene thairto in tym to cum, to the said Maister Hary Henrisoun during all the dayis of his lyfe fairsaid of WS and our abbay and successouris to be peciabilly brukit and josit be him, als fre and sicklylyke as the said Maister David brukit and josit the samyn of befoir, bot ony reuocatioun, impediment or obstakill quhatsumever, And dischairgeis all utheris of ony teching of Grammar sculis

within the said burgh, except the teching and lering of lectouris alanerly under the panis contenit in the Papis bullis, grantit to WS thairupon. And we will the said Maister Hary Henrysoun heirfor be ane gude, trew, and thankfull seruitour to ws and our successouris enduring his lifytyme, and to be at hie solempne festuale tymes with ws the said abbat and our successouris at Hie mess and evin sang with his surples wpon him to do ws seruice the tyme that we sall doe devyne seruice within our said abbay as efferis. The quhilk Donatioune and gift of the said Grammar scule with all profitis thairof, we and our successouris sall warand acquiet and defend to the said Maister Hary Henrisoune during all the dayis of his lyfe, as said is, als frelie in all thingis as is abone written, aganis all' deidle, bot fraude or gyle. In witness of the quhilk thing to thir present letteris, the commoun seill of ovr Cheptour of the said abbay is to be hungin At our said abbay the ferd day of September the zeir of God 1524 zeris. QUAM QUIDEM Literam ac Donationem in eadem cōtentam, in omnibus suis punctis et articulis, conditionibus et modis ac circumstantijs suis quibuscunque in omnibus et per omnia, forma pariter et effectu, approbamus, ratificamus, et pro nobis et successoribus nostris, pro perpetuo ut premissum est, confirmamus, Salvis nobis et successoribus nostris juribus et servitijs de dicto officio ante præsentem confirmationem nobis debitis et consuetis. In cujus rei testimonium huic præsentis nostræ Litteræ Magnum Sigillum nostrum apponi præcepimus. Apud Edinburgh, vicesimo primo die mensis Martij, Anno Domini, Millesimo quingentesimo vicesimo nono, et regni nostri decimo septimo.

[From the Register of the Privy Seal, vol. viii. f. 170.]

Mar. 21, 1529.

Preceptum Confirmationis Magistri Henrici Henrysoun super litera sibi facta per reverendum in Christo patrem Georgium Dunkeldensem Episcopum Abbatem Monasterii Sancte Crucis prope Edinburgh pro tempore cum consensu Conventus ejusdem sub eorum communi sigillo super Officio Magisterii eruditionis instructionis et principalis gubernationis Scole Generales Burgi

de Edinburgh durante vita sua, &c. Apud Edinburgh xxj Martij
anno MDXXIX.

Per Signetum.

No. II.—Page 11.

2. *Letter by the Regent Murray for King JAMES VI., confirming an appointment by the Town-Council, August 1568, in favour of THOMAS BUCHANAN, M.A.* [From the Record of Privy Seal, April 23, 1569, vol. xxxviii. 34.]

ANE Letter maid with awise of my Lord Regent Ratifeand apprevand and for oure Souerane Lord and his successouris perpetuallie confirmand the gift and dispositioun maid be the Prouest Baillieis Counsall and Communitie of the Burgh of Edinburgh To Maister Thomas Bucquhannane Electing nominating making and constituting the said Maister Thomas principall Maister of thair Grammer scule of the said Burgh and gevand unto him the office thair of for all the dayis of his lyfe with fredomes priuilegis commoditeis feis and proffitis belanging thairto and utheris oblismentis annixt to the same for sindrie graue and wechtie caussis As at mair lenth is contenit in the said Letter under the Seill of Caus and subscripcioun of the Commoun Clerk of the said Burgh maid thairupoun quhilk is insert at lenth in the said Letter Saulffand alwayis and Reseruand oure Souerane Lord and his successouris the richtis and service aucht and wount of the same to his hienes and his predecessouris befor this present confirmation &c. At Edinburgh the xxij day of Aprile The zeir of God Im Vc lxiix zeiris.

Per Signaturam.

No. III.—Page 11.

THOMAS BUCHANAN, M.A., contra *The Provost and Bailies of Edinburgh*. [From the Acts and Decrees of the Lords of Session, deposited in the General Register House, Edinburgh, vol. xlv. 260.]

Sexto Julij 1570.

ANENT the Supplicatioun gevin in be Maister Thomas Buchanan principall Maister of the Grammer scole of Edinburgh Aganis Sir W^m Kirkcaldy of Grange Knycht Provost of Edinburgh Maister Michael Cheisholme David Forester Henry Nesbitt and Symone Merjoribankis baillies therof And the Counsell and Communitie of the said Burgh Makand mentione that quhair be vertew of ane Contract and Appointment maid at Edinburgh the xxv day of Julij the zeir of God I^m V^c lxvij zeris betuix the Provost Baillies Counsale and Communitie of the said burgh of Edinburgh on that ane part and the said M^r Thomas on that uthir part The saidis Provost Baillies Counsale and Communitie ar bund and obleist Incais he be removit fra the Grammer scole of the said burgh be hear poweris by or be thair consentis without ane notable falt and convict thairof To giff and delyver to the said M^r Thomas within xlvij houris nixt eftir he be removit therfra the sowme of ane hundreth pundis money of this realme To be usit be him at his plesour And to fulfill diuerse and sindrie pointis and passis contenit in the said contract to him As the samin contract at mair lenth proportis quhilk is registrat in thir Townis buikis And sua in effect hes the strenth of thair decreit and aucht and suld have summar executioun as use is in sic cases And howbeit the Lordis of Counsale hes a lang tyme syne bypast hes Decernit M^r William Robertoun to be restorit to the said grammer scole of the said Burgh And that thairthrow the saidis Provost Baillies Counsell and Communitie war and ar obleist be the said contract to pay to the said M^r Thomas the said sowme of ane hundreth pundis within xlvij houris nixt efter the pronouncing of the saidis Lordis decreit Nochttheles thay onnawis hes nor will mak him payment thairof nor fulfill the remanent pointis of

the said contract for thair partis to him nor yit can it seme apperandlie that thay will put the samin to executioun upon thame selfis sua that the said Maister Thomas is able to be aluterlie frustrate therin except remeid be provydit therto And anent the charge gevin to the saidis Provest baillies counsale and Communitie To have comperit befor the Lordis of Counsale at ane certane day bypast To have hard and sene letteris bene gevin upon thame in maner underwrittin Or ellis to have allegit ane ressonabill caus quhy the samyn suld nocht be done lyk as at mair lenth is contenit in the said supplicatioun The said Mr Thomas Buchannan being personallie present And the saidis Provest baillies Counsale and Communitie being lauchfullie summond to this actioun oftymes callit and nocht comperit The Lordis of Counsale Decernis and Ordanis letteris to be direct In all the four formes and ilk forme to be execute within xlvijj houris efter utheris And the warding to be In the Castell of Blacknes Incais of disobedience Chargeing the saidis Provest and Baillies To fulfill the said Contract and appointment To the said Maister Thomas in all poyntis for thair part In so far as the samin consistis in pacts And Siclyk Decernis and Ordanis letteris to be direct to appryse compell poind and distrenzie the saidis Provest and Baillies thair reddiest guidis and geir for the sowmes of money specifeit in the said Contract And to mak the said Mr Thomas to be payit of the samin Efter the forme and tennour of the said Contract under the seill of Caus of the said Burgh and subscryvit be Alexander Guthre Commoun Clerk therof Off the dait the twentie fyve day of Julij 1568 zeiris Schawin and producit befor the saidis Lordis Becaus the saidis Provest Baillies Counsale and Communitie wer lauchfullie summond to haue comperit befor the saidis Lordis at ane certane day bypast To haue hard and sene letteris bene direct at the instance of the said Mr Thomas aganis the saidis Provest and Baillies in maner fairsaid Or ellis to haue allegit ane ressonabill caus quhy the samin suld nocht be done with certificatioun to thame and thai failzeit letteris wald be direct upon thame In maner aboue writtin And thay being lauchfullie summond to that effect Compeirit nocht to shaw ony ressonabill caus In the contrair Bot failzeit therintill Lyk as wes cleirlye understand to the saidis Lordis.

No. IV.—Page 15.

*Contract betwixt the Town of Edinburgh and HERCULES ROLLOCK,
M.A., Master of the High School.*

At Edinburgh, the [twenty-ninth] day of [May] the zere of God I^m V^e foure scoir foure zeiris It is appoyntit agreit and fynallie contractit betuix the Richt honorabill the Provest bailzeis counsall and deykens of Craftis of the said burgh under subscrivand for thame selffis and in name of the haill provest bailzeis counsall deykens of Crafts and communitie of the samyn and thair successoures on the ane pairt And M. Hercules Rollok in Dundie on that vther pairt In maner forme and effect as after followis To witt Forswamekill as the said M. Hercules sall God willing vndertak and enter to the grammer schole of the said burgh at Witsunday nixttocum To exerce the office of Principall Maister and Preceptour thairof be governing correcting and instructing the zowth and persouns that sall be committit to his chairge thairwithin in pietie guid maneris doctrine and letters after the best ordour and custome of grammer scholes within this realme or vther wayes As the said provest bailzeis and counsalle plesis to inioyne devyse or prescryve And sall continew thairin for all the dayis termes or zeiris of his lyfetyne At the leist ay and quhill he be dischairgeit thairof be ressoun of sum just occasioun or fawlt in him fund be tryell of the said provest bailzeis counsall and deykens For the quhill caussis The said provest baillies counsall and deykens and thair successoures sall content and pay to the said M. Hercules zeirlye during the said space the sowme of fyftie pounds vsuall money of this realme at twa termes in the zere Candilmes and Lambes be equal half portions And sall caus euerie ane of his disciples and auditoures content and pay to him at ilk terme of foure quarteris in the zeir to witt lambes alhallomes candilmes and beltane fourty penneis vsual money and to thair doctour vnder him twenty penneis and to the notator or janitor foure penneis The saids disciples beand the bairins of burgesses or indwelleris of the said burgh gif the parents of the said bairins be responsall or habill and haif the moyane and of all vtheris without the libertie and

fredome of the said burgh the said M. Hercules to tak and haif with discretioun as he and thai can agrie And the said quarteris nocht to be considerit preciselie be the entrie of the bairne to the schole bot be the course of the quarter termes foresaids quhowsoever the bairne be bot laitlie enterit at the leist haiffand remanet at the schole the half tyme of ane quarter And in cais of non payment of the burgesses indwelleris of Ed^r in maner foresaid being responsall any of the bailzeis of the said burgh for the tyme sall ressave fra the said M. Hercules ane roll or tabill of the non payeris and caus ane officer or serjand pas to thair howsses or vtherwayes sall tak ordour thairwith and thairby sall mak sufficient payment in maner foresaid within dayis after the receipt of the said roll and taibill And the said provest bailzeis counsall and deykins binds and oblisces thame selffis and thair successoures till discharge and inhibit presentlie and till exclude and stop in all tymes cuming all vther persouns except the said M. Hercules and his under doctours within his schole fra ordinare teacheing of grammer or latine authoures within the said burgh of Ed^r Except the authoris that sall be teachet in the College laitlie erectit within the samyn and sall maynteyne and defend and interteine the said M. Hercules and his grammer schole foresaid in all thaire liberteis easements commoditeis and casualiteis vset and obtenit be his laitt predecessour last maister of the said schole but any novatioun or derogatioun And the said M. Hercules sall beir and vse himselff as ane honest and peacebill nichtbour of the said burgh awaitingg diligientlie on his vocatioun and submitting himselff to all guid ordour and forme of leving Alswa the said M. Hercules sall vpoun his awin chairges vphawld beitt and mend the glaisin wyndowes loks and keyis of the grammer schole in als guid estaitt as he sall resave the samyn quhillk sall be haill and sufficient in all things necessar And for observing keiping and fulfilling of all and sundrie the premisses bayth the said parteis binds and oblisces thame selffis and thair foresaids ilk ane to vtheris be the fayth and trewth in thair bodeis And for the mair securitie ar content and Consentis That this present contract be Insert and Registratt in the Commissary buiks of Edinburgh and decernit to haif the strenth and effect of thair decreitt and executoriallis of poynding and horning the ane but preiudice of the vther at

within the said burgh, except the teching and lering of lectouris alanerly under the panis contenit in the Papis bullis, grantit to WS thairupon. And we will the said Maister Hary Henrysoun heirfor be ane gude, trew, and thankfull seruitour to ws and our successouris enduring his lifyme, and to be at hie solempne festuale tymes with ws the said abbat and our successouris at Hie mess and evin sang with his surples wpon him to do ws service the tyme that we sall doe devyne service within our said abbay as efferis. The quhilk Donatioun and gift of the said Grammar scule with all profitis thairof, we and our successouris sall warand acquiet and defend to the said Maister Hary Henrysoun during all the dayis of his lyfe, as said is, als frelie in all thingis as is abone written, aganis all' deidle, bot fraude or gyle. In witnes of the quhilk thing to thir present letteris, the commoun seill of our Cheptour of the said abbay is to be hungin At our said abbay the ferd day of September the zeir of God 1524 zeris. QUAM QUIDEM Literam ac Donationem in eadem contentam, in omnibus suis punctis et articulis, conditionibus et modis ac circumstantijs suis quibuscunque in omnibus et per omnia, forma pariter et effectu, approbamus, ratificamus, et pro nobis et successoribus nostris, pro perpetuo ut premissum est, confirmamus, Salvis nobis et successoribus nostris juribus et servitijs de dicto officio ante præsentem confirmationem nobis debitjs et consuetis. In cujus rei testimonium huic præsentis nostre Litteræ Magnum Sigillum nostrum apponi præcepimus. Apud Edinburgh, vicesimo primo die mensis Martij, Anno Domini, Millesimo quingentesimo vicesimo nono, et regni nostri decimo septimo.

[From the Register of the Privy Seal, vol. viii. f. 170.]

Mar. 21, 1529.

Preceptum Confirmationis Magistri Henrici Henrysoun super litera sibi facta per reverendum in Christo patrem Georgium Dunkeldensem Episcopum Abbatem Monasterii Sancte Crucis prope Edinburgh pro tempore cum consensu Conventus ejusdem sub eorum communi sigillo super Officio Magisterii eruditionis instructionis et principalis gubernationis Scolæ Generales Burgi

de Edinburgh durante vita sua, &c. Apud Edinburgh xxj Martij
anno MDXXIX.

Per Signetum.

No. II.—Page 11.

2. *Letter by the Regent Murray for King JAMES VI., confirming an appointment by the Town-Council, August 1568, in favour of THOMAS BUCHANAN, M.A.* [From the Record of Privy Seal, April 23, 1569, vol. xxxviii. 34.]

ANE Letter maid with awise of my Lord Regent Ratifeand apprevand and for oure Souerane Lord and his successouris perpetuallie confirmand the gift and dispositioun maid be the Prouest Baillieis Counsall and Communitie of the Burgh of Edinburgh To Maister Thomas Bucquhannane Electing nominating making and constituting the said Maister Thomas principall Maister of thair Grammer scule of the said Burgh and gevand unto him the office thairof for all the dayis of his lyfe with fredomes priuilegis commoditeis feis and proffittis belanging thairto and utheris oblimentis annixt to the same for sindrie graue and wechtie caussis As at mair lenth is contenit in the said Letter under the Seill of Caus and subscription of the Commoun Clerk of the said Burgh maid thairupoun quhilk is insert at lenth in the said Letter Saulffand alwayis and Reseruand oure Souerane Lord and his successouris the richtis and service aucht and wount of the same to his hienes and his predecessouris befor this present confirmation &c. At Edinburgh the xxij day of Aprile The zeir of God Im V^e lxix zeiris.

Per Signaturam,

No. III.—Page 11.

THOMAS BUCHANAN, M.A., contra *The Provost and Bailies of Edinburgh*. [From the Acts and Decrees of the Lords of Session, deposited in the General Register House, Edinburgh, vol. xlv. 260.]

Sexto Julij 1570.

ANENT the Supplicatioun gevin in be Maister Thomas Buchannan principall Maister of the Grammer scule of Edinburgh Aganis Sir W^m Kirkcaldy of Grange Knycht Provest of Edinburgh Maister Michael Cheisholme David Forester Henry Nesbitt and Symone Merjoribankis baillies therof And the Counsell and Communitie of the said Burgh Makand mentione that quhair be vertew of ane Contract and Appointment maid at Edinburgh the xxv day of Julij the zeir of God I^m V^c lxvij zeris betuix the Provest Baillies Counsale and Communitie of the said burgh of Edinburgh on that ane part and the said M^r Thomas on that uther part The saidis Provest Baillies Counsale and Communitie ar bund and obleist Incais he be removit fra the Grammer scule of the said burgh be hear poweris by or be thair consentis without ane notable falt and convict thairof To gif and delyver to the said M^r Thomas within xlvij houris nixt eftir he be removit therfra the sowme of ane hundreth pundis money of this realme To be usit be him at his plesour And to fulfill diuerse and sindrie pointis and passis contenit in the said contract to him As the samin contract at mair lenth proportis quhilk is registrat in thir Townis buikis And sua in effect hes the strenth of thair decreit and aucht and suld have summar executioun as use is in sic cases And howbeit the Lordis of Counsale hes a lang tyme syne bypast hes Decernit M^r William Robertoun to be restorit to the said grammer scule of the said Burgh And that thairthrow the saidis Provest Baillies Counsell and Communitie war and ar obleist be the said contract to pay to the said M^r Thomas the said sowme of ane hundrethe pundis within xlvij houris nixt efter the pronouncing of the saidis Lordis decreit Nochttheles thay onnawwis hes nor will mak him payment thairof nor fulfill the remanent pointis of

the said contract for thair partis to him nor yit can it seme apperandlie that thay will put the samin to executioun upon thame selfis sua that the said Maister Thomas is able to be aluterlie frustrate therin except remeid be provydit therto And anent the charge gevin to the saidis Provest baillies counsale and Communitie To have comperit befor the Lordis of Counsale at ane certane day bypast To have hard and sene letteris bene gevin upon thame in maner underwrittin Or ellis to have allegit ane ressonabill caus quhy the samyn suld nocht be done lyk as at mair lenth is contenit in the said supplicacione The said Mr Thomas Buchannan being personallie present And the saidis Provest baillies Counsale and Communitie being lauchfullie summond to this actioun oftymes callit and nocht comperit The Lordis of Counsale Decernis and Ordanis letteris to be direct In all the four formes and ilk forme to be execute within xlvijj houris efter utheris And the warding to be In the Castell of Blacknes Incas of disobedience Chargeing the saidis Provest and Baillies To fulfill the said Contract and appointment To the said Maister Thomas in all poyntis for thair part In so far as the samin consistis in pacts And Siclyk Decernis and Ordanis letteris to be direct to appryse compell poind and distrenzie the saidis Provest and Baillies thair reddiest guidis and geir for the sowmes of money specifeit in the said Contract And to mak the said Mr Thomas to be payit of the samin Efter the forme and tennour of the said Contract under the seill of Caus of the said Burgh and subscrivit be Alexander Guthre Commoun Clerk therof Off the dait the twentie fyve day of Julij 1568 zeiris Schawin and producit befor the saidis Lordis Becaus the saidis Provest Baillies Counsale and Communitie wer lauchfullie summond to haue comperit befor the saidis Lordis at ane certane day bypast To haue hard and sene letteris bene direct at the instance of the said Mr Thomas aganis the saidis Provest and Baillies in maner fairsaid Or ellis to haue allegit ane ressonabill caus quhy the samin suld nocht be done with certificatione to thame and thai failzeit letteris wald be direct upon thame In maner aboue writtin And thay being lauchfullie summond to that effect Comeperit nocht to shaw ony ressonabill caus In the contrair Bot failzeit theriuntill Lyk as wes cleirlye understand to the saidis Lordis.

No. IV.—Page 15.

*Contract betwixt the Town of Edinburgh and HERCULES ROLLOCK,
M.A., Master of the High School.*

At Edinburgh, the [twenty-ninth] day of [May] the zere of God Im Ve foure scoir foure zeiris It is appoyntit agreit and fynallie contractit betuix the Richt honorabill the Provest bailzeis counsall and deykins of Craftis of the said burgh under subscryvand for thame selffis and in name of the haill provest bailzeis counsall deykins of Crafts and communitie of the samyn and thair successoures on the ane pairt And M. Hercules Rollok in Dundie on that vther pairt In maner forme and effect as after followis To witt Forswamekill as the said M. Hercules sall God willing vndertak and enter to the grammer schole of the said burgh at Witsunday nixttocum To exerce the office of Principall Maister and Preceptour thairof be governing correcteing and instructing the zowth and persouns that sall be committit to his chairge thairwithin in pietie guid maneris doctrine and letters after the best ordour and custome of grammer scholes within this realme or vther wayes As the said provest bailzeis and counsalle plesis to inioyne devyse or prescryve And sall continew thairin for all the dayis termes or zeiris of his lyfetyne At the leist ay and quhill he be dischairgeit thairof be ressoun of sum just occasioun or fawlt in him fund be tryell of the said provest bailzeis counsall and deykins For the quhill caussis The said provest baillies counsall and deykins and thair successoures sall content and pay to the said M. Hercules zeirlye during the said space the sowme of fyftie pounds vsuall money of this realme at twa termes in the zere Candilmes and Lambes be equal half portiouns And sall caus euerie ane of his disciples and auditoures content and pay to him at ilk terme of foure quarteris in the zeir to witt lambes alhallomes candilmes and beltane fourty penneis vsual money and to thair doctour vnder him twenty penneis and to the notator or janitor foure penneis The saids disciples beand the bairins of burgesses or indwellers of the said burgh gif the parents of the said bairins be responsall or habill and haif the moyane and of all vtheris without the libertie and

fredome of the said burgh the said M. Hercules to tak and haif with discretioun as he and thai can agrie And the said quarteris nocht to be considerit preciselie be the entrie of the bairne to the schole bot be the course of the quarter termes foresaids quhowsoeur the bairne be bot laitlie enterit at the leist haiffand remanet at the schole the half tyme of ane quarter And in cais of non payment of the burgesses indwelleris of Edr in maner foresaid being responsall any of the bailzeis of the said burgh for the tyme sall ressave fra the said M. Hercules ane roll or tabill of the non payeris and caus ane officer or serjand pas to thair howsses or vtherwayes sall tak ordour thairwith and thairby sall mak sufficient payment in maner foresaid within dayis after the receipt of the said roll and taibill And the said provest bailzeis counsall and deykins binds and oblisces thame selfis and thair successoures till discharge and inhibit presentlie and till exclude and stop in all tymes cuming all vther persouns except the said M. Hercules and his under doctours within his schole fra ordinare teacheing of grammer or latine athoures within the said burgh of Edr Except the authoris that sall be teachet in the College laitlie erectit within the samyn and sall maynteyne and defend and interteine the said M. Hercules and his grammer schole foresaid in all thaire liberteis easements commoditeis and casualteis vset and obtenit be his laitt predecessour last maister of the said schole but any novatioun or derogatioun And the said M. Hercules sall beir and vse himself as ane honest and peacebill nichtbour of the said burgh awaiting diligentlie on his vocation and submitting himself to all guid ordour and forme of leving Alswa the said M. Hercules sall vpoun his awin chairges vphawld beitt and mend the glaisin wyndowes loks and keyis of the grammer schole in als guid estaitt as he sall resave the samyn quhilk sall be hail and sufficient in all things necessar And for observing keiping and fulfilling of all and sundrie the premisses bayth the said parteis binds and oblisces thame selfis and thair foresaids ilk ane to vtheris be the fayth and trewth in thair bodeis And for the mair securitie ar content and Consentis That this present contract be Insert and Registratt in the Commissary buiks of Edinburgh and decernit to haif the strenth and effect of thair decreitt and executoriallis of poynding and horning the ane but preiudice of the vther at

the plesure of the partie suittand the samyn to pas thairvpoun
 And to that effect bayth the said parteis makis constitutes and
 ordanis and ilk ane of thame
 conjunctlie and seuerallie thair procuratours in vberiore consti-
 tutionis forma Promittentis de rato In witnes of the quhilk
 things bath the said parteis hes subscryuet thir presents with
 thair hands as follows day zere and place foresaid.¹

Maister Hercules Rollock
not for me Sand

Alex Clark prov.

¹ In addition to the names of Mr Hercules Rollock, the Rector of the High School, and Alexander Clark of Balbirny, the Provost of Edinburgh, of whose signatures fac-similes are given above, the names of all the members of the Town Council are appended to the original document, which was lately discovered among the archives of the city.

No. V.—Page 25.

Act of the Privy Council of Scotland, relative to a tumult in the High School, September 15, 1595, when JOHN MACMORAN, a magistrate of Edinburgh, was shot by one of the scholars.
 [From the Record of the Privy Council of Scotland from Sept. 1594 to Jan. 1598, folios 412-13, preserved in the General Register House, Edinburgh.]

Apud Halirudhous xxvy die mensis Nouembris 1595.

SEDERUNT.

REX.

Lennox	Newbottle	Collector	Prepositus, &c.
Mar	Blantyre	Clericus Registri	Edinburgh
Setoun	Murdocairny	Cambuskynneith	Aduocatus
Spynie	Secretarius	Tracquair	Slamannanmuir
Thesaurarius	Clericus Justicie	Carmichaell	
	Computorum	Rotulator	Spott

ANENT the supplicatioun presentit to the Kingis Maiestie and lordis of Secreit Counsall be *George Murray*, sone to Johnne Murray of Spainziedaill, *Robert Hoppringle*, sone to the gude-man of Quhytebank, *Andro Douglas*, sone to George Douglas, seruand to the laird of Cesfurde, *Raguel Bennett*, sone to umquhile Mungo Bennett in Chasteris, *Adair*, sone to

Adair of Kinhilt, *Kirktown*, sone to *Kirktown* of the Tour, and *Malcolme Cockburne*, sone to Makand mentioun, That quhair, it is nocht vnknowne to his Maiestie and the saidis lordis how that thay this langtyme bigane, haue bene detenit in warde within the tolbuith of Edinburgh, for the vnhappy accident quhilk fell oute in the persone of WILLIAM SINCLAIR, sone to the chancellair of Caithnes, be the slauchter of umquhile Johnne McMorane, burges of this burgh, quhairof thay and euery ane of thame ar innocent, and ar willing to abyde tryale thairvpoun, befor ane vnsuspectinge; And becaus the prouest and bailleis of this burgh, to quhome Commis-

sioun wes geven to iuge vpoun the saidis complenaris, wer partiall, thay being in effect baith iuge and pairty, it pleisit his Maiestie, vpoun thair Supplicatioun gevin in heirvpoun, to ordane Maister Mark Borthuik, iuitice depute, to sitt with the saidis prouest and bailleis vpoun Mononday the xxvij of October last, and putt thame to the knowlege of ane vnsuspect assise. The maist halff of thair peiris, thay being all for the maist parte the sonis of baronis and gentilmen, and to proceid and minister iustice vpoun thame, conforme to the lawis and practique of this realme. At quhilk day thay being enterit vpoun pannell, befor the saidis prouest, bailleis and iustice depute, thair tryale wes cōtinewit to the morne thaireftir, the xxvij day of the said moneth; At quhilk day albeit thay nicht haue iustlie declynnit the saidis prouest and bailleis, and had mony gude argumentis of law and practique to haue preseruit thame fra the tryale of ane assise, zit thay be thair freindis and prolocutouris, frelie offerit thame selffis to tryale. Prouiding that ane condignne and vnsuspect assise were gevin to thame, viz. of gentilmen outwith the toun of Edinburgh, according to his Maiesteis ordinance, Quhilk being refuseit, thay wer compellit to vse thair lauchfull defenssis: Quhaireupoun the saidis iugeis, perceaving that thay could not gett thair intent agains the saidis complenaris and mynding na thing ellis, bot to wearie and wrak thame with expenssis, they continewit thame to the fourte of Nouember; and vpoun that day, maid ane new cōtinewatioun; quhairby it is evident, that thay intend to hald the saidis complenaris in continewall warde; and ather to compell thame to becum in will for that cryme, quhairof thay ar innocent, or then to submitt thame selffis to ane Assise of the-burgessis of this burgh, quha will not fail maist partiallie to proceid againis thame. And seing his Maiestie ordainit thair tryale to haue proceidit vpoun the said xxvij day of October last, with certificatioun, gif thay wer dilayit or cōtinewit, his Maiestie wald ordane thame to be putt to libertie vpoun cautioun for thair compeirance before the iustice generall and his deputis. And thair withall seing thair restrent in this miserable warde may gritlie importe the hasard and danger of thair lyveis, besydis the tinsale of thair tyme and verteous educatioun in letteris, and the grite and exorbitāt chargeis quhairunto thair parentis ar drevin throu this occasioun,

thay being accompanied with a noumer of thevis, lymmaris, and vtheris malefactoris quha for all kynd of villanais ar wardit with thame; quhais euill lyffe and behaviour may produce no gude effect to sum of the saidis complenaris now in thair youth; Humelie desiring thairfoir, command to be gevin to the iustice clark, or his deputis, to ressaue caution of euery ane of thame, that they sall compeir befor the iustice and his deputis, the third day of the nixt iustice air of the sherifdome quhair thay duell, or sonnair vpoun fyfteine dayis wairning, and vndirly the law for the said cryme, vnder the panes contenit in the actis of parliament; And the said caution being found in, a command thairafter to be gevin, to the prouest and bailleis of Edinburgh, to putt thaim to libertie, to pas quhair thay pleis, lyke as at mair lenth is cōtenit in the said supplicatioun. And anent the chaarge gevin to the prouest and bailleis of Edinburgh, and to Niniane McMorane, bruthir to the said umquhile Johnne, to haue comperat personalie, befor his hienes and the saidis lordis this day, to haue hard and sene the foirsaid desire grantit, or ellis to haue shawne ane ressell^{bl} caus in the cōtrar, with certificatioun to thame and thay failzeit, the same desire sould be grantit. The saidis persewaris compeirand be Hoppringle of Quhytebank, &c., and the saidis prouest and bailleis and Niniane McMorane being personalie present, the ressonis and allegatiounis of all the saidis parteis being hard and considderit be his hienes and the saidis lordis, and thay thairwith ryplie aduysit. The Kingis Maiestie with aduise of the saidis lordis, ordanis the saidis persewaris to be putt to the knowlege of ane assise of thair peiris of landit gentilmen duelland outwith the burgh of Edinburgh, vpoun the first day of December nixt to cum, in presens of Maister Mark Borthuik his hienes iustice depute, to quhome his Matie adioinis Schir Robert Meluill of Murdocairnie Knicht, thesaurair depute, Maister Johnne Skene, clark of register, and Schir Johnne Carmichael Knicht of that Ilk Knicht, to be assessouris; Secluding all vtheris assessouris; Ordaining thame to proceid and minister iustice according to the lawis and practique of this realme, Certifieing the said Niniane McMorane and vtheris, the kin and friendis of the said umquhile Johnne, that giff thay delay or caus summond ane assise not being of the estate and rank aboue writtin, That immediatlie thaireftir, the saidis persewaris sal

be put to lib^{te} vpoun cautioun in maner foirsaid, Certifeing alsua the saidis persewaris, that giff thay offer not thame selffis to the knowlege of the assise foirsaid, for the said cryme, vpoun the day abouementionat, that thay sal be retenit in thair present warde, ay and quhill his Maiestie tak farder ordour with thame as ap-
pertheins.

No. VI.—Page 42.

CHRONOLOGICAL AND BIOGRAPHICAL LIST OF THE MASTERS
IN THE HIGH SCHOOL OF EDINBURGH, from the year 1519
to 1848.

1. *Head-Masters or Rectors.*

I. DAVID VOCAT, M.A., became Head-Master in 1519. See
CHAP. I.

II. HENRY HENRYSON, M.A., chosen Joint-Master with Vocat,
Sept. 4, 1524. See CHAP. I.

III. ADAM MELVILLE, M.A., elected in 1530. See CHAP. I.

IV. SIR JOHN ALLAN became Master in 1545. Of the personal history of Sir John Allan, no particulars, so far as I know, have been preserved. He was a Roman Catholic priest, thence his title of 'Sir,' equivalent to 'Reverend.' Dr Samuel Johnson is of opinion that the title was applied to such as had taken the degree of A.B. in the Universities, who are styled *domini*, sirs, to distinguish them from Masters of Arts, who are styled *magistri*, masters. See the Works of John Knox, collected and edited by David Laing, Esq., vol. i. p. 555, 'On the title of SIR applied to Priests.'

V. WILLIAM ROBERTOUN, nominated to the Mastership January 10th 1546. See CHAP. I. "Cristiane Douglas sumtyme spous to M. William Robertoun, Maister of the grammer scole of Edinburgh, deceist the nynt day of October 1581 zeris." (Test. Regist.) Robertoun retired from the School, May 1584, on a pension.

VI. THOMAS BUCHANAN, M.A., elected Joint-Rector, August 26, 1568. Some notices of this learned man have been given in

CHAP. I. When he left the High School, and settled in Stirling as rector of the grammar school of that town, he there had among his numerous pupils Robert Rollock, who became the first Principal of the University of Edinburgh. Principal Charteris, in his memoir entitled 'De Vita Roberti Rollok,' thus adverts to the early connexion and future friendship of these two excellent individuals:—"Hic præceptorem habuit THOMAM BUCHANANUM (magni illius Buchanani poetarum sui sæculi facile principis ex fratre nepotem), spectatæ tam probitatis, tum eruditionis virum, et egregium juventutis erudiendæ magistrum, sub cujus ferula ita in humanioribus literis profecit ut Buchananus eum impensè dilexerit, et Rollocus vicissim præceptoris amorem ita compensavit, ut multis post annis, cum Academiæ Edinburgensæ præfectura fungeretur, nunquam eum Edinburgum pro re nata venientem passus sit extra domum suam hospitari, eique insignem illum Commentarium in priorem ad Thessalonicenses Epistolam in testimonium gratitudinis dicarit."

I am not certain whether Thomas Buchanan left any children; but two persons of the same name, who were probably near relations of his, held the cure of Ceres in succession. Robert Buchanan was there Dec. 23, 1613 (Commissary Record of St Andrews); and subsequently Walter Buchanan, who sat in the famous General Assembly held at Glasgow in 1638.

VII. HERCULES ROLLOCK, M.A., was appointed Head-Master May 29th 1584. He left the school February 1595-6. See CHAP. FIRST, where an account of his life and writings will be found. See also Bruce's Sermons (Wodrow edition), pp. lvi. LX.

VIII. ALEXANDER HUME,¹ M.A., succeeded Rollock, May 3d 1596. Resigned March 19, 1606, on being appointed to the Mastership of the School at Prestonpans. See CHAPTERS FIRST and SECOND.

Writings of Alexander Hume.—1. A Reioynder to Doctor Hil concerning the Descent of Christ into Hell. By Alexander Hume,

¹ Alexander Hume was married to Helen Rutherford. While resident in Edinburgh they had, betwixt the years 1601 and 1606, two sons and a daughter. (Edinb. Register of Baptisms.) Two sons and a daughter were also born in East Lothian from 1608 to 1610. (Prestonpans Regist. of Baptisms.)

Maister of Artes. No place of printing, printer's name, or date, but apparently at London, in 1592 or 1593, 4to. Dedicated to Robert Earl of Essex.

2. Ane Treatise of Conscience, quhairin divers secreits concerning that subject are discovered. At Edinburgh, printed by Robert Walde-graue, Printer to the King's Maiestie. 1594.

3. Of the Felicitie of the World to come, unsavorie to the obstinate, alluring to such as are gone astray, and to the faithfull full of consolation. Edinb. 1594, 8vo.

4. Four Discourses, of Praises unto God, to wit, 1. in Praise of the Mercy and Goodness of God. 2. of his Justice. 3. of his Power. 4. of his Providence. Edinb. 1594, 8vo.

5. A Didvction of the Trve and Catholik meaning of our Sauour his words, *this is my bodie*, in the institution of his laste Supper through the ages of the Church from Christ to our owne dayis. Whereunto is annexed a Reply to M. William Reynolds in defence of *M. Robert Bruce* his arguments on this subiect: displaying M. John Hammilton's ignorance and contradictions: with sundry absurdities following vpon the Romane interpretation of these words. Compiled by Alexander Hyme, *Maister of the high schoole* of Edinbvrgh. Edinbvrgh, Printed by Robert Walde-graue, Printer to the King's Maiestie 1602. Cum Privilegio Regio. 8vo.

6. Prima Elementa Grammaticæ in usum juventutis Scoticæ digesta. Edinburgi, 1612. Small 8vo.

7. Grammatica in usum juventutis Scoticæ ad methodum revocata. Edinburgi, 1612. Small 8vo.

8. Bellum Grammaticale, ad exemplar, M^{ri} Alexandri Humii. Edinburgi, excud. Gideon Lithgo, Anno Dom. 1658. Small 8vo. Several later editions.

9. King James's Progresses, 1617; where is inserted a Speech, in the Latin Language, delivered by Alexander Hume at Dun-glass, May 13, 1617.

10. MS. in the British Museum. "Of the Orthographie of the British Tongue, a treatise noe Shorter than necessarie for the Schooles." (MS. Bibl. Reg. 17. A. xi.) Small 8vo. Dedicated to King James.

11. MS. in the Advocates' Library. See CHAP. I., p. 29.

IX. JOHN RAY, M.A., Professor of Humanity in the Univer-

sity of Edinburgh, was elected Head-Master of the High School, September 17, 1606. This office he retained till 1630, when he died. See CHAP. II. "In February 1630, Mr John Ray, who had been more than eight years Regent of the Latin Class in the Colledge, and above 23 years Maister of the High Schoole, died in the 63d year of his age. He had married *First* [Sept. 24, 1611,] Jonet Slowen or Aslouan, the daughter of an honest burges, by whom he had one son Mr John Ray [born Dec. 20, 1612. Witnesses at the christening, John Hall, min., Mr John Scot of Scotstarvet, and John Aslowen,] who died in his young years, and *three* daughters [*Isobel*, b. Feb. 25, 1615; *Helen*, b. Jan. 23, 1617; *Elizabeth*, b. July 3, 1619.] One was married to Alexander Coupur of Failfoord, and *Helen* to Robert Sinclair, brother to the laird of Hermandston. *Secondly*, he married [Sept. 7, 1624, Christian] Rig, daughter to John Rig, minister at Dunnichin, in Angus, who bare to him one daughter [*Christian*, b. June 1625], married to Robert Hay, writer." (Crawford's Hist. of the Univ. of Edinburgh, pp. 116-7, and Edinburgh Register of Baptisms.) Ray edited and published in 1618, for the use of his class, the Epistles of Cicero; and this work, which was repeatedly printed, he inscribed, "Integerrimis et probissimis Viris, D.D. Patricio Gallova et Joanni Hall, Ecclesiæ Edinburgenæ Pastoribus."

X. THOMAS CRAWFORD, M.A., Professor of Humanity in the University of Edinburgh, succeeded Ray, Feb. 26, 1630. He resigned December 31, 1640, on being elected to the Chair of Mathematics in the same University. Died March 30, 1662. See CHAP. II.

Writings of Thomas Crawford.—1. *Locorum, Nominum priorum, Gentileitium, Vocumque difficiliorum, quæ in Latinis Scotorum Historicis occurrunt, explicatio vernacula.* Ex schedis nob. et clariss. D. Thomæ Crawfordii, excussit, auxit, emendavit C. Irvinus. Edinburgi, 1664, small 8vo. Irving enlarged this work, and published it in 1682 under his own name.

2. *Notes and Observations on Mr George Buchanan's History of Scotland, &c.* By T. C., Professor of Philosophy and Mathematics in the University of Edinburgh. Edinb., printed by Mr Robert Freebairn, 1708, small 8vo.

3. *History of the University of Edinburgh, from 1580 to 1646.*

This was published from the Original MS. by Andrew Duncan, sen., M.D. Edinb. 1808, 8vo.

XI. WILLIAM SPENCE, M.A., Schoolmaster of Prestonpans, chosen January 2, 1641. He died May 1650 (Test. Regist. Edinb.) See CHAP. II.

XII. HEW WALLACE, M.A., Rector of the Grammar School, Haddington, appointed July 3, 1650; and on the 11th September 1656 he died (Test. Regist. Edinb.) Margaret Abercrombie was the name of his relict. See CHAP. II.

XIII. JOHN MUIR, M.A., Rector of the Grammar School, Perth, became Head-Master 1656. He died December 1659.

XIV. JOHN HUME, M.A., Minister of Lesmahago, chosen January 20th 1660. Died Nov. 1665. See CHAP. II. Of his "Rudiments of the Latin Tongue," printed by Gideon Lithgo, Edinb. 1660, sm. 8vo, only 200 copies were thrown off. (Town Council Record.)

XV. DAVID FERGUSON, M.A., recommended by General Monk, and elected December 6th 1665. He died Sept. 1669. See Chap. II.

XVI. ANDREW RUTHERFORD, M.A., Rector of the Grammar School, Jedburgh, elected October 8th 1669. He died 1672. See CHAP. II.

XVII. ALEXANDER HERIOT, M.A., late Minister of Cranston, chosen Head-Master May 17, 1672. He was deposed for Non-conformity to Episcopacy, March 1, 1679. See CHAP. II.

XVIII. ARCHIBALD GUILLONE, M.A. He was appointed Master of the Grammar School of Perth, Jan. 3, 1679, having been, when chosen to that situation, schoolmaster of Prestonpans (Cant's Muses Threnodie, vol. ii. p. 197); and Rector of the High School of Edinburgh, March 12, 1679. He died April 1680. See CHAP. II.

XIX. WILLIAM SKENE, M.A. Elected Master of the Grammar School, Haddington, Feb. 22, 1673 (Record of the Burgh of Haddington, *ap. an.*); Rector of the High School of Edinburgh, May 5, 1680. Died 'haistilie,' Nov. 21, 1717, aged 69 (Regist. of Mort. and Test. Regist. Edinb. *ap. an.*) See CHAPTERS II. and III.

XX. GEORGE ARDUTHNOT, M.A., Rector of the Grammar School, Canongate; previously one of the Classical Masters of

this Seminary. He returned, and became Rector of the High School, Nov. 27, 1717. Res. May 1735. See CHAP. III.

XXI. JOHN LEES, M.A., one of the Classical Masters of the School, chosen Rector, May 21, 1735. Res. Jan. 1759. Died June 1766. See CHAP. III.

XXII. ALEXANDER MATHESON, M.A., a native of Forres, was elected Rector Feb. 7, 1759. Matheson, of whom a biographical sketch has already been given (see CHAP. III.), resigned June 1768, and was appointed Joint-Rector with Mr Adam. He died at his house, Merchant Court, Edinburgh, April 13th 1799, aged seventy-one. He was interred in the north-east corner of St Cuthbert's burying ground, where, within an enclosure, is a neat marble tablet, bearing the following inscription, written by his successor Dr Adam, being, in truth, an epitome of his life :—

Infra situs est
ALEXANDER MATHESON,
Vir magno ingenii acumine præditus,
Accuratâ Latinitatis cognitione insignis,
qui Scholæ Regiæ Edinensi per
complures annos summa cum laude præfuit ;
donec longinquo morbo implicitus
officium deponere coactus est ;
Valetudine autem iniqua diu conflictatus,
Ambulando ultra fidem indefessus,
Exercitatione sæpe vehementi,
ac duriter se habendo
tandem convaluit :
Dehinc adolescentibus literis humanioribus
ad annum ætatis usque LXXXI^{um}
privatim instituendis operam dedit.
Discipulis carus, Amicis jucundus,
Omnibus acceptus.
Idibus Aprilis decessit
Anno Domini
M.DCC.XCIX.

XXIII. ALEXANDER ADAM, LL.D., the youngest child of a Morayshire farmer, was born in the beginning of June 1741, at Laurieston, in the parish of Rafford. He was first taught to

read at a dame's school in the neighbourhood; and his liking for books he ascribed to the gentle treatment he there received. When removed to the parish school, the attention he paid to English, and the favourable opinion of Mr George Fiddes his much respected master, encouraged his parents to try him on Latin. His progress was rapid; though occasionally retarded by being kept from school to tend his father's sheep. From the noise in the family apartment in the evening, his chief time of study was in the early morning, when his mother rose to spin wool with her maids by the light of bituminous fir procured from the peat mosses. When not quite fifteen, being considered the best scholar in the school, he was chosen to supply the temporary absence of the neighbouring teacher of Edinkillie; where he was able to maintain his superiority, though there were some boys in the school older than himself, and one or two of them reading Virgil. His father, about this time, incautiously made a very disadvantageous exchange of his farm, and, besides a failure of his crop, lost nearly all his sheep and many of his cattle. The spirit and activity of his mother alone prevented him being taken from school, and set to field work with his brothers. For nearly a year his attention was much interrupted by being at times obliged to assist in the labours of the farm. The winter of 1756-7, was occupied in teaching the school of Alves while the master, Mr Joseph Anderson, afterwards minister of Birnie, was at the University of Aberdeen. He was now very ambitious himself to go to College, but from the losses which his parents had sustained, they could not afford the necessary expenses. In the autumn he competed for a bursary at Marischal College, Aberdeen; but was unsuccessful from having been unaccustomed to write Latin. Meanwhile he had been strongly recommended and had himself applied to the Rev. James Watson,¹

¹ The Rev. James Watson commenced his career as Master of George Watson's Hospital. He received license from the Presbytery of Edinburgh, Aug. 28. 1745; and on the 19th August of the year following he was ordained Minister of the parish of Newbattle; whence he was translated by the General Assembly, and admitted to the First Charge of the Canongate, in the summer of 1753. In that parish he continued faithfully to discharge his pastoral duties till his death, which occurred Nov. 5. 1763.

one of the ministers of the Canongate, Edinburgh. This able and benevolent man, an honour to the Church of Scotland, was a cousin of the elder Adam, by whom he was assisted when a student. From Mr Watson, the subject of this sketch, in his last perplexity, received the following letter:—

CANONGATE, 12th October 1757.

DEAR SIR,—I got both your letters in course, and had it not been for the first, you might have been provided in business at this term. I will, for the sake of your parents, for whom I have a very great regard, do for you all that lies in my power; only, if you are not willing to undergo any hardships for a season, I should not advise you to seek your fortune any where from home. If you can resolve on this, come up to this place immediately upon receiving this, and I doubt not but it may be in my power to put you in a way of getting bread. I expect that you will not hesitate because I have spoken of hardships; and the first you must undergo, is to travel to this place, when the winter is coming on: but this is necessary, because the Colleges meet very soon. You must make no preparation for your journey, except a little money, and some linen; for other clothes, take such as you have, and come straight to me, upon your arrival. I leave all the rest till meeting, and am your friend,

Mr Alexander Adam,

JAMES WATSON.

Student at Burgie, near Forres.

Overjoyed at what he justly deemed an interposition of Providence in his behalf, he left his native place and walked to Edinburgh. The kindness of Mr Watson was unceasing. He introduced his young relative to Professors Stuart and Hunter, whose classes he attended; procured for him private teaching; and further, allowed him during winter to occupy his country house, which stood where the barracks now are at Piershill. The young student had moreover the advantage of dining at Mr Watson's table, and of preparing his lessons under the superintendence of the worthy minister of the Canongate till after tea, when he went to Piershill. Shortly after this, while engaged as domestic tutor at Carron Hall near Falkirk with his two earliest pupils (the late Major-General Thomas Dundas,¹ and Charles Dundas, M.P.),

¹ To General Dundas, who distinguished himself in the reduction of

his kind mentor addressed to him the subjoined letter of advice:—

JOCK'S LODGE, 22d July 1758.

DEAR SIR,—I arrived here yesternight, in better health than I have had of late. The two enclosed letters were lying in my room, how long I know not. I am glad that you are so agreeably situated; exert yourself to profit the family in which you are, and I am hopeful that will also please, and if you find yourself straitened in any thing, let me know.

Take care of the company you keep, and of what you say; avoid all intimacy with servants, especially with females of all sorts; and fail not to implore the direction of Providence, which is the only sure guide. I have not the honour of being acquainted with your family; none want their enemies, and they may have theirs: if you meet with any such, never join to speak evil, less or more, of those at whose charge you live, for it is base. Be too liberal in praise to none, lest you seem to flatter.

Forget not your own improvement, for now is the season; only, take care of your health; neither apply all to your head, but whilst it is enlightened, study to have the heart made better. Apply to the Greek and Latin, and read books in order. It is not to read much, but to understand well, that I would advise you to apply. I have nothing further at present to write. I am yours, &c.

To Mr Alexander Adam,
Student at Quarole, near Falkirk.

JAMES WATSON.

About this period he applied himself closely to the study of the Greek historians. In the spring of 1760 he gained, after a very strict comparative trial, the situation of Master in George Watson's Hospital, but being then so very young—not quite nineteen—he was elected by the governors for half a year only. The boys of that valuable institution had for some time been under slack discipline, so that their new teacher had considerable difficulty in bringing them into order; but in a short time he succeeded so effectually that his new wards became remarkable for their good behaviour. Soon after his appointment to Watson's

the French West India Islands, and who died in June 1794, Parliament voted a monument in St Paul's Cathedral.

Hospital, his ever anxious friend addressed to him the following letter :—

BROUGHTON, 26th May 1760.

DEAR SIR,—Though I may have frequent opportunities of seeing you, I have thought proper to commit the following things to writing, lest they should, if only told you, be forgotten.

My first advice is, that you study to cultivate a firm belief, and a lively sense, of the being, the perfections, and the providence of God. This you learn from every object you behold; from every event that falls out; and from many, if not all the books you read: But above all, search for this sort of knowledge in the sacred oracles.

Study, next, to know yourself. In this search it will be necessary to look back to man's original; to consider his present state; and to look forward to his future expectations and hopes: Especially study to know your own particular temper and disposition, and the state of your soul with respect to God. How soon ever we know God and ourselves, we must see the need we have of a Saviour.

Let the Christian scheme of religion, therefore, much employ your thoughts; especially if you intend to enter into the ministry. The religion of Jesus can only be learned from Christ and his Apostles, by the aid of his own Spirit; and, except you feel its power and efficacy, you will never be able to recommend it properly to others.

The knowledge of men is no small acquirement, whether we intend their welfare or our own. Much of this sort may be learned from books; and surely it is allowable to avail ourselves of their observation and experience who have gone before us. But since the manners of men do certainly vary with the climates in which they live, and the periods of time wherein they appear, we ought especially to observe the conduct of those with whom we ourselves converse.

To throw several things together: Be assiduous in reading the Holy Scriptures; be frequent in your addresses to God; neglect none of the duties of your station; cultivate a benevolent disposition to all men; and do good offices to as many as you can, especially to the poor. Watch over your own heart; shun all temptations, especially bad company; and always study to be

distinguished rather for virtue and piety, than learning or knowledge, or any thing else.

With respect to your studies, beware of reading at random whatever comes in your way. Plays, romances, and novels are a good amusement, but let them never engross your time or thought. What you have got of the languages and sciences be careful to retain and improve, nor would I have you to meddle with any more, at least for some time. For the English you may read Young's Night Thoughts. For the Latin, your work in school may be sufficient; only, as one Class cannot stay upon one author so long as to read the whole, cause the next Class read what they have missed or left. Shun to read the same things in different Classes. Accustom yourself to the making of Latin. As for the Greek, read Josephus and the New Testament. For the French, read the Ancient History, as you proposed. Lose not what you have of the Hebrew: as to books, you have no choice in this article.

As to the sciences, you should read Locke over and over. Review the books you have read in Mathematics. For Natural Philosophy, you may read Derham's Physico-Theology; and for the Moral Philosophy, read Tillotson's Sermons. You propose to prosecute the study of Divinity, and I would have you begin with reading Bishop Wilkins' Principles. The most of these books I can give you, and the rest may be found among your acquaintances.

I don't mean, that you should carry on all these things at one and the same time. You must take them by turns. You have not so much time as others, and that you must make up for by application and diligence. Always take care of your health; for when that is gone, all is gone. When you have finished any of the above books, I shall give my advice as to the next. Whilst you prosecute this plan, or any other that shall appear better, assure yourself of my best wishes and endeavours to promote your interests.—I am, dear Sir, yours, &c.,

To Mr Alexander Adam,

JAMES WATSON.

Student in Divinity,

Watson's Hospital, Edinburgh.

Mr Adam continued in the Hospital three years and a half, during all that period pursuing the regular course of study

which his reverend friend had prescribed. The letters of Mr Watson, which are now printed for the first time, were highly prized and carefully preserved by him to whom they were originally addressed ; and I feel no ordinary pleasure in having it in my power, through the kindness of their present possessor, to give to them that publicity which they richly deserve. Following the advice of so enlightened a counsellor, some future scholars will, I fondly hope, be thereby stimulated to honourable exertion and praiseworthy conduct, and, under the guidance of sound religious principle, successfully grapple with any difficulty which may perchance occur, and like Mr Adam rise to the head of their chosen profession, and become as he did respected and eminently useful. From papers in the Rector's handwriting, evidently not designed for the public eye, and still preserved by his family, it appears that while Master of George Watson's Hospital he was in the habit of rising early in the morning, and after his devotional exercises, proceeding in a methodical way, reading a chapter of the Greek Testament, along with Whitby's Commentary, then a portion of the Hebrew Bible ; next books relating to Theology, such as Wilkins' Principles of Natural Religion, Lally's Proofs of Christianity, the whole of the older Turretine's System of Divinity, &c. Besides, during the day and in the evening when he had a spare hour, he read Latin and French. He went through the whole works of Cicero in Bleau's edition, marking down on small papers the difficult phrases, and inserting in a book a translation of the most beautiful passages. " I had," says he, " just finished the noble letter of Brutus to Atticus concerning the mean compliance of Cicero, before I went to hear the first Latin Oration of Principal Robertson, which he delivered in the Public Hall of the College before a crowded assembly, consisting of the magistrates, professors, clergy, students, and others. The subject of the discourse was, ' The Advantages to be derived from the Study of the Stoic Philosophy.' My mind was in such a tone as to feel strongly the force of what was said, and my ambition to excel in classical learning was highly excited.

" Dr Robertson delivered another oration of this kind, but no more ; as the other professors declined doing the same in their turns, as formerly had been the practice. The Principal, to

gratify the English students, pronounced his oration in the English manner, which was generally disapproved of: he therefore dropped it, and afterwards pronounced in the Scotch way."

In the year 1763 Mr Adam accepted the offer of Mr Kincaid,¹ then his Majesty's Printer for Scotland, and afterwards Lord Provost of the city, to quit the Hospital and take charge of his son. The advice of Mr Watson overcame his reluctance to leave a public situation. "My chief inducement was," says he, in his MS. Memoranda, "that I might have more time to prosecute my own studies." "On the 1st October 1764," continues he, "my pupil entered the Rector's class, and next winter Mr Matheson, being seized with a lingering ailment, was disabled from teaching. About the beginning of April 1765, I was solicited to take charge of his class; the person who till then taught it having given it up." Suffice it to mention, that Mr Adam and Mr Matheson were appointed Joint-Rectors of the Seminary June 8, 1768. In our THIRD CHAPTER full particulars are given of this eminent and estimable man's connexion with the High School, and likewise as to the acknowledged ability with which for forty years and more he discharged his official duties, and of the honour which he conferred on himself and the school by his learned works. From the University of Edinburgh, on the 9th August 1780, he received the degree of LL.D. Dr Adam died December 18, 1809; and, as stated in another part of this volume, his funeral was a public one. He was twice married. The last of his three children by the first marriage, JAMES ADAM, an officer in the naval service of the East India Company, died at Heavytree near Exeter, only four days before the Rector. A son and two daughters by the second marriage still survive.

In the Churchyard attached to St Cuthbert's Chapel of Ease, where Dr Adam's remains were deposited, a handsome monument

¹ Alexander Kincaid, Esq., became Lord Provost of Edinburgh in 1776, and died while in office. Dr Adam, who was on the most intimate terms of friendship with that gentleman, used to mention, that the first authentic information which Government obtained regarding the movements of the Highland army in 1745, was from a letter which Mr Kincaid had addressed to the Archbishop of Canterbury. When the situation of King's Printer for Scotland became vacant, Mr Kincaid was the successful candidate, through the interest of the Archbishop.

was erected, upon which the subjoined epitaph, written by Dr James Gregory of the University of Edinburgh, is inscribed :—

Memoriæ Sacrum
ALEXANDRI ADAM, LL.D ;
Florentissimæ Scholæ Regiæ Edinensis,
per annos XL et amplivs
Rectoris indefessi, meritissimi,
viri ingenio, doctrina, indvstria, insignis,
literarvm svavitæ penitvs imbvti,
qvas ipse et præceptis et exemplo,
mira felicitate
discipvlis svis commendavit.
Natus VIII Calendas IVLII MDCCXLI,
Obit XV Calendas Ianuarii MDCCCX.
Eodem die
qvo filivs eivs natv maximvs
efferebatvr.

In the year 1808, at the request of several gentlemen who had been his pupils, Dr Adam sat to Mr (afterwards Sir Henry) Raeburn for his portrait, in order that it might be hung up in the School. It was executed in an admirable manner; and in the year following was placed in the Library of the School, bearing this inscription : —“ This Portrait of ALEXANDER ADAM, LL.D., Rector of the High School from June 8, 1768, to December 18, 1809, Author of Roman Antiquities, &c., was placed here as a mark of gratitude and respect by fourteen of his former pupils. A.D. 1810.” There it continued as a fitting ornament till it was removed to the new School on the Calton-hill, when the original subscribers commenced an action against the Magistrates of Edinburgh to obtain back the picture. The Court of Session found, that although the portrait was the property of the pursuers, it was to be placed in the High School, and must remain there, *in perpetuam rei memoriam*. The action was carried by appeal to the House of Peers, and on the motion of Lord Chancellor Brougham (July 16, 1832), the decision of the Court of Session was reversed. Some time after this decision, during the preparations for the festival given in honour of Earl Grey, the portrait was found to

have been returned to the High School. Of this painting an excellent engraving by Turner has been published.

Writings of Dr Adam.—1. The Principles of Latin and English Grammar; designed to facilitate the study of both languages, by connecting them together. Edinb. 1772, 12mo. This well-known elementary work, which met with very strong opposition at its introduction, has had an extensive circulation in Britain; and it has been repeatedly printed at Boston and other cities in the United States. The most correct Edinburgh edition is that which was edited by Dr Pyper of St Andrews; who mentions, that the copyright of this book was given to the Society of Burgh and Parochial Schoolmasters of Scotland by Dr Walter Adam, conformably to the often expressed wish of his father, that it should serve as the commencement of a Series of School-books to be published under the immediate inspection of the Society. The premium received for each subsequent edition has been applied to the uses of the Fund for the Relief of the Widows and Children of the Burgh and Parochial Schoolmasters of Scotland, —of which, as noticed in a former part of this volume, the venerable Rector had been a zealous promoter.

2. Roman Antiquities: or an Account of the Manners and Customs of the Romans; designed to illustrate the Latin Classics. Edinb. 1791, 8vo.

This, the most popular of Dr Adam's works, is extensively used as a text-book not only in this country, but also in America, and other places abroad. Dr James Boyd of the High School of Edinburgh has, by his greatly improved and beautifully illustrated cheap edition of Dr Adam's Roman Antiquities, rendered an essential service to the cause of classical learning. The Rev. J. R. Major, Head-Master of King's College School, London, has ably superintended an edition of this book. A German translation, with notes, by J. L. Meyer, appeared at Erlangen in 1806, and again in 1818, 2 vols. 8vo. A French version, likewise in 2 vols. 8vo, was published at Paris in 1818.

3. Summary of Ancient Geography and History, pp. 900. Edinb. 1794, 8vo. This elaborate work was first printed in 1784 for the use of the Rector's Class.

4. Classical Biography. Edinb. 1800, 8vo.

This work affords ample proofs of well-directed industry; and,

in the number and unfailing accuracy of the references, furnishes an excellent index to the best sources of information.

5. A Compendious Dictionary of the Latin Tongue. Edinb. 1805, 8vo.

A second edition of this abridgement of a larger work which he contemplated, was edited by Mr Adam Dickenson in 1814. Of this work we have given an account in CHAP. IV.

XXIV. JAMES PILLANS, M.A.

Francis Horner, who uniformly took a deep interest in the prosperity of the school, exerted himself greatly in securing the appointment of his attached classfellow at school and college. On Christmas day 1809, he thus wrote to an influential Judge in Edinburgh:—"Forgive me for soliciting, with a very particular earnestness, your favour and interest in behalf of a friend of mine, who offers himself as candidate for the place of Rector of the High School, vacant by the death of Dr Adam. His name is *Pillans*, a native of Edinburgh; his father being a printer there, and I understand a very respectable man. He was tutor for some time to young Mr Kennedy of Dunure, who is now an advocate at your Bar. Pillans deserved and acquired great regard and personal confidence, while he was in that situation. He has since been with a young English squire, in the North of England; and for the last few years has resided at Eton. From my acquaintance with that family too, I know that Pillans has conducted himself in such a manner as to have acquired their confidence and respect. I add these testimonies to what I have known of him myself, ever since we were at the High School together; which enables me to say, that I know no man more fully qualified, in every respect, both as to learning and character, for this situation. I hope you will not consider it as too much trouble to gratify me by lending your assistance. In truth, you will thereby, I am confident, confer an important benefit upon our native city; Mr Pillans is so fitted to maintain and increase the reputation of that most excellent institution, the High School." In consequence of similar representations from others highly competent to give an opinion, Mr Pillans was unanimously elected Head-Master, January 24, 1810. The manner in which he performed his professional duties during the first year of his Rectorship, we have given elsewhere from the pen of an enlightened scholar. That Mr

Pillans entered upon his labours with fear and trembling, though with a determination to face and conquer every difficulty, appears from the following account which, in December 1810, he gave in a letter¹ to Mr Francis Horner :—

“I am too well aware of the occupied life that you lead, to expect from you frequent communications by letter, and I would not now intrude on your time if I were not satisfied of the deep interest you take in my fortunes, not merely from personal friendship, but as connected with the prosperity of the school where you were educated, and over which you were a very principal means of placing me. All the letters I have hitherto written you, since my being Rector, were penned under a dejection of spirits amounting sometimes to despair, and arising, partly from the untoward class I succeeded to, and partly from a diffidence in my own powers of public teaching. These feelings have been gradually giving way, during the last two months, to more cheering prospects. While I was appalled by the difficulties that surrounded me, destitute as I was of experience, I had no idea of the mighty influence of *habit* in removing them, and of *practice* in generating faculties fitted for the occasion. The class I received in October, which I had been led to expect would be very troublesome, has turned out tolerably tractable and docile, and contains so many boys of good dispositions and fair talents, that I begin to be alive to the pleasure of teaching. I am delighted to feel this. I am catching that enthusiasm, which in teaching goes far to supply the deficiency of genius; and without which, genius is unavailing. My whole faculties are devoted to the consideration of the means by which the greater quantity of intellectual exertion and improvement may be secured in a class of 150 boys. I am aware of the danger of dashing too precipitately into new schemes, and think it better to do the old well than, by attempting the new prematurely, to fail in both. At the same time, there are so many boys with me now for whom I feel interest and affection, that I cannot resist the temptation of doing all that I can. Accordingly, I have begun the English

¹ To Leonard Horner, Esq. of Rivermede, Middlesex, I have gratefully to acknowledge my obligations for having transmitted to me the original letter referred to, as well as various other papers which belonged to his eminent brother.

mode of reading Latin occasionally, and think I shall venture on a little verse-making in the course of the winter. These, with occasional exercises in Latin and English composition, somewhat of the nature of English school themes, will probably be enough of novelty for one year. I long dreaded the idea of introducing verses, from a consciousness of my own imperfect and scanty knowledge of the art: but I am now convinced that I have elements enough to begin with, and that the surest way to improve farther, is to teach it to others. As I must begin with the common measure so common in England, of Hexameters and Pentameters, I shall be under the necessity of printing off a few *Excerpta* from Ovid's Epistles and Fasti, as there is at present no provision in the High School for making a boy read a single Pentameter verse in all his five or six years course, except it be in one or two of Buchanan's Psalms.

"I have this year the most numerous Greek and Ancient Geography class that ever perhaps entered at the Rector's class. It amounts to within one or two of a hundred: and I hope to turn out one or two tolerable scholars before the end of the year. If you could find time to write me a few lines on these or any other topics, you know well how much I should value them; but whether you do or not, I shall not cease to be satisfied of your friendship and good wishes, and to be convinced that there is none who will hear of the change in my feelings and prospects with greater pleasure than yourself."

Reference has already been made to an account of the Rector's Class, drawn up by a distinguished scholar, who gained the highest honours of the school in 1811. That document, with a similar one, written by an equally distinguished pupil, who was dux nine years afterwards, will be found to convey an accurate view of Mr Pillans's mode of teaching both at the commencement and the close of his very able rectorship. To these papers, and other illustrative matter, printed in CHAP. IV., the reader is referred. The death of Mr Christison, in June 1820, having occasioned a vacancy in the Humanity Chair, the Patrons unanimously conferred the appointment on Mr Pillans. Of the able manner in which he continues to discharge his important duties in that higher sphere of professional labour, it is not for me but for the future historian of the University to speak. A few months after he

left the High School, a number of those who had studied under him there, obtained his consent to sit to Raeburn. The portrait, one of the best that celebrated artist ever produced, now adorns the Hall of the School, with this inscription :—

“JACOBO PILLANS, Scholæ Regiæ Edinensis per undecim insignes annos Rectori, hoc caritatis monumentum vivo posuerunt Discipuli. A.D. MDCCCXX.” Turner’s engraving of this painting is strikingly faithful.

Writings of Mr Pillans.—1. Principles of Elementary Teaching, chiefly in reference to the Parochial Schools of Scotland : in Two Letters to [his first pupil] T. F. Kennedy, Esq., M.P. 12mo. Edinb. 1828. 2d edit. 1829.

2. Three Lectures on the Proper Objects and Methods of Education in reference to the different Orders of Society ; and on the relative utility of Classical Instruction. 8vo. *ib.* 1836.

3. Outlines of Geography, principally Ancient ; with Introductory Observations on the System of the World, and on the best manner of teaching Geography. 12mo. *ib.* 1847. These “Outlines” had been repeatedly printed, but were not published till 1847.

4. *Eclogæ Curtianæ* : containing the Third, Fourth, and Fifth Books, with Extracts from the remaining Five, of Quintus Curtius Rufus de Gestis Alexandri Magni ; to which are added, an English Supplement to the lost Books, and a Map of Alexander’s March ; with a Discourse on the Latin Authors read, and the order of reading them, in the earlier stages of Classical Discipline. 18mo. Edinb. 1847.

5. *Eclogæ Ciceronianæ* : A Selection from the Orations, Epistles, and Philosophical Dialogues of Cicero ; to which are added, Selected Letters of Pliny the younger. With a Copious Preface. 18mo. *ib.* 1845.

6. *Excerpta ex Taciti Annalibus*, with a Prefatory Notice. 12mo. Lond. 1848.

7. A Word for the Universities of Scotland ; and a Plea for the Humanity Classes in the College of Edinburgh. 8vo. Edinb. 1848.

In addition to the above, and to others mentioned in the text, Mr Pillans has contributed several articles to the Edinburgh Review, chiefly on Education ; to the *Encyclopædia Britannica* ; a Speech on Irish Education, in 1832 ; and Evidence printed in the Report of the Committee of the House of Commons on Education, in 1834.

XXV. AGLIONBY-ROSS CARSON, M.A., LL.D. He is a native of Holywood in Dumfries-shire, and received the elements of his classical education in the endowed school of Wallace-hall in the neighbouring parish of Closeburn.¹ That celebrated seminary was then ably taught by Dr Alexander Mundell, to whose son and successor Mr Carson subsequently acted as assistant for two years. In 1797 Mr Carson entered the University of Edinburgh. From May 1799 till October 1800 he was employed by Mr John Taylor, of the Grammar School of Musselburgh, as his assistant. In addition to a numerously attended day-school, Mr Taylor had nearly eighty boarders. As domestic tutor, Mr Carson accompanied one of the boarders—a son of General Macleod of Macleod—to Edinburgh, and entered his pupil at the University, while he himself attended the Divinity Hall, of which he had been enrolled a student in November 1799. The Grammar school of Dumfries having become vacant by the removal of Mr Gray to Edinburgh, Mr Carson was unanimously elected as his successor, October 15, 1801. In little more than four years, however, in consequence of Mr Christison's promotion to the Chair of Humanity in the metropolis, he obtained, in January 1806, a Mastership in the High School. In this field he laboured most assiduously and successfully. The

¹ In the year 1723, John Wallace, who had been a prosperous merchant in Glasgow, bequeathed the sum of L.1600, to endow a school in Closeburn, his native parish. Conformably to the deed of settlement, the greater part of the money was invested in land, and the remainder was devoted to the erection of a school and dwelling-house for the rector, and the purchase of a contiguous field of five acres. The management of the fund was entrusted to the Presbytery of Penpont, who were empowered to watch over the interests of the seminary, and to judge of the qualifications of the rector and his assistant. The children of the parish are entitled to be taught, free of expense, English, writing, arithmetic, book-keeping, Greek, and Latin. The salary of the rector is now upwards of L.350. (New Statistical Account of Dumfries-shire, pp. 88, 89.) *Wallace-hall*—so called from its generous founder—has been noted for its distinguished teachers and pupils. Among the latter may be enumerated the late Dr John Hunter of St Andrew's, the eminent philologist, Professor Thomas Gillespie, also of St Andrew's, and the Rev. Dr Thomas Brown of Glasgow.

The School is at present under the able superintendence of C. T. Ramage, Esq.

class that attended him from 1815 to 1819 consisted of 202 pupils; and in the session commencing in the autumn of the latter year, of 193. When Mr Pillans vacated the Rector's Chair, in consequence of having succeeded Professor Christison in the University, the Patrons did themselves honour by placing Mr Carson at the head of the school. His appointment took place, August 30, 1820. He had, three months prior to that date, declined acceptance of the Greek Professorship in the University of St Andrews, to which, though not a candidate, he had been elected. That University, in 1826, conferred on him the degree of LL.D.

As Dr Carson's address, delivered in 1829, at the opening of the school, was greatly admired, a copy of the same, corrected by himself, is appended to this biographical sketch.

At the public examination in 1833, an admirable half length picture of the Rector, painted by Mr Watson Gordon, subscribed for by several of the late pupils of Dr Carson, was presented by one of their number, Dr Balfour, who stated, that the Town Council had guaranteed to Dr Carson and his heirs, that it should remain in the Hall of the School. It bears this superscription:—

"In honorem A. R. CARSON, LL.D., qui morum integritate, vitæ constantia, mirâ eruditione insignis, Scholam Regiam Edinensem Rector illustrat, hanc tabulam pingendam curavere Discipuli grati MDCCCXXXIII."

When Dr Carson, on the 9th October 1845, found it necessary, on account of the precarious state of his health, to tender his resignation into the hands of the Patrons, the announcement occasioned general regret. The Magistrates and Council testified their appreciation of his long services, by settling upon Dr Carson an annuity for life of L.100. At a meeting of his colleagues, held on the 18th October 1845, the following Resolutions, most creditable to all parties, were unanimously adopted:—

"1. That Dr Carson's resignation threatens a severe blow to the prosperity of the High School. For nearly forty years he was connected with this Institution, as a Master and as Rector. While a Master, he enriched the annals of critical literature with many papers of recognized merit, for their acumen, profundity, and felicity of expression. His treatise on the Latin Relative is one of the most masterly productions ever penned on

a grammatical subject, distinguished for originality, for deep insight into the philosophy of language, as a vehicle of thought for furnishing an instrument to distinguish the most subtle shades of difference in speech, for laborious research and for triumphant illustration. As Rector, which office he enjoyed for twenty-five years, his learning, and admirable skill in imparting knowledge, rendered him the pride and the support of the School. The following proof may be given of the estimation in which he was held. He was popular beyond all others as a Master,—the last Class formed by him having been the largest ever assembled within the walls of the High School. He convened large Classes as Rector, till circumstances acting injuriously on the general numerical prosperity of the School, diminished his numbers also. Even thereafter, he succeeded in sustaining, among all classes of the community, the high reputation of the Institution, when it was exposed to the most severe assaults. His name was a tower of strength. The most sanguine hope that can be formed for the future, cannot reach the attaining of his equal in all the requirements of his high office.

“2. The resignation of Dr Carson is more particularly distressing to the Masters, from their peculiar connexion with him. To the public he was known for his learning, and his unobtrusive worth—to the pupils, for his rare powers of instruction, his playfulness of manner, even in matters of discipline, and the order which he maintained by the gentlest means. But to the Masters over whose meetings he presided, he was still further endeared by the unbending rectitude of his views, the urbanity of his manners, and the singleness of purpose with which he entered into every project that seemed likely to contribute to the welfare of the Institution of which he was the distinguished head. Difference of opinion there sometimes was; but no Master ever doubted that Dr Carson had, in public and in private, in the Class and in his study, but one sole view—the advancement of the interests of the High School. For this, when he became Rector, he abandoned all his well-founded hopes of literary eminence, that he might with undistracted attention pursue the studies pertaining to his class; for this he refused a higher status and comparative ease, as Professor of Greek in the University of Saint Andrews—an office offered him without solicitation

when he was only a Master in the School—and to this his whole life was manifestly devoted. On public and on private grounds, therefore, connected alike with their own interests, as bound up in the general prosperity, and with the harmony, comfort, and prudent dealing of their joint deliberations, the Masters have deeply to deplore the withdrawal of the prudence, wisdom, kindness, and dignity, which parentally directed their counsels.

“3. The Masters, acquiescing in the painful necessity which has led to this resignation, sympathize deeply with Dr Carson, and earnestly pray that he may be long spared to enjoy a green old age, happy in his family and his hopes of eternity, recruiting himself with such literary exertion as may benefit the world and be not injurious to his own strength, and bearing with him the blessing of many a useful man, rendered useful through his instructions, the regretful applause of the community, and the heartfelt affection of those who, once his colleagues, shall ever be proud of being remembered among his friends.

“4. That Dr Boyd be instructed, in the name of the Masters, to sign and forward these resolutions to Dr Carson and to the Patrons. (Signed) “JAMES BOYD, Senior Master.”

Writings of Dr Carson.—He has edited Phædrus, Mair's Introduction, and Turner's Grammatical Exercises, and particularly an edition of Tacitus, all of which, especially the last, are highly valued. Of the excellence of his work, entitled “Rules for the Construction of the Relative Qui, Quæ, Quod, established by a copious selection of examples from Classical Authors,” we have elsewhere given Dr Parr's exceedingly flattering opinion.¹ Dr Carson *printed*, but, it is to be regretted, never *published*, “Exercises in Attic Greek, for the use of the High School of Edinburgh.” He likewise contributed to the Classical Journal, the Scottish Review, and the Encyclopædia Britannica.

¹ See CHAP. IV. SAMUEL PARR, LL.D., was one of the most learned Classical Scholars of the age in which he lived (B. 1747. D. 1825.) In his Correspondence (Parr's Works, vol. viii. pp. 533-554), it will be seen what a deep interest he took in the High School of Edinburgh. Even in his last Will, he directs that rings be forwarded to Edinburgh to Mr Pillans, and his colleague, the author of the Treatise on the Relative. Dr Parr says, on naming Dr Carson, that his “grammatical work ought to be taught in the higher classes of every school.”

Speech of Dr CARSON, at the Opening of the High School, June
23, 1829.

MY LORD PROVOST,—I congratulate your Lordship, the Magistracy, and the Citizens of Edinburgh, on the consummation of the great work that has so long engrossed your anxious thoughts. The rapid extension of this metropolis, the increasing taste for classical learning, and the consequent necessity of finding more ample accommodation for the numerous pupils who crowded the apartments of that edifice which we have just left, had for many years convinced those who take an interest in this ancient establishment, that some change was necessary, and could not, consistently with a due regard to the public good, be long delayed.—It was seen that its situation was too remote for that portion of the population which formed its chief support, that its apartments were ill fitted for carrying into effect such improvements in the art of teaching as experience recommended and sound judgment approved, that it ought to be removed from the bustle and tumult of a town, and placed where those youthful spirits, in whom all feel so intense an interest, might pursue their studies in a healthful, enlivening, and invigorating atmosphere, undisturbed by the busy multitudes engaged in active life. Amid the various changes which this city has of late years undergone, the classical, consecrated spot on which we are now assembled, had fortunately been reserved untouched, the noblest and the fittest for the purpose to which it has been devoted, that this or any city could command. It is not easy to determine whether we should admire more the judgment of those enlightened patrons of literature, who selected for this superb temple the magnificent, yet most convenient spot on which it has been reared, or the discriminating taste that led them to employ the highly gifted artist, who has conceived a plan so unequalled in elegance and beauty, who has overcome and turned to his advantage difficulties that must have appalled and overwhelmed men of ordinary genius, and who has brought to its completion a structure the most beautiful and the most perfectly adapted to its purpose of which Europe can at this moment boast. But in vain had our distinguished architect possessed talents that recal the glories of the age of Pericles, if

the lofty spirit had been wanting, which has prompted the illustrious patrons of this institution to consecrate to the rising genius of their native land a fabric so noble and so costly. To their munificence, indeed, aided by the free-will offerings of their fellow-citizens, and the bounty of a Sovereign, the pride of his country and the glory of his age, modern times afford us no parallel in similar circumstances. The sums expended in rearing this edifice have not been ostentatiously furnished from that hoarded wealth which its possessor was not longer able to enjoy. They are not the overflowings of opulence, bequeathed by selfishness to posthumous notoriety,—they are a voluntary testimony, borne by an intelligent Magistracy to the value of classical learning and the general improvement of the human mind; they are a proud and grateful acknowledgment of those important services which this school has rendered to our country, to literature, and to society. To the great body of this community there are few subjects of weightier concernment, or more deeply interesting, than the right adaptation of this establishment to its proposed end. The health, the happiness, the mental and moral improvement of our country's rising hopes, are unspeakably important. To what laborious exertions is the parent not willing to submit—what convenience is he not ready to forego, that his child may be blessed with comfort,—may not have to contend with difficulties,—may not encounter dangers? What, then, must be the amount of his debt of gratitude, how vast his sense of obligation, to the liberal patrons of this school, who have so amply, so unsparingly provided for the wants, and wishes, and best interests of those who are dearest to his heart?

But, splendid as this edifice is, the triumph of architecture, and the lasting monument of our city's liberality, there still remain to be attained for it decorations of a higher order than the chisel can bestow, or wealth can purchase; those imperishable ornaments that, taking their origin from the mind, and participating of the perpetuity of its existence, outlive the beauty that art bestows upon material things, and become the heritage of the human species. The Porch, the Lyceum, the Academic Grove, trained to lofty thoughts and noble sentiments those ancients whom we admire and revere—in these they were taught to think correctly, to write elegantly, to guide the opinions of millions un-

born, to influence the sentiments and destinies of nations of which they never heard. These schools of ancient philosophy have ceased to be frequented—they have long since ceased to exist—but the unfading sunshine of their glory still continues to irradiate the minds of men with a strong and steady light. The throne of Philip, his fleets, and his armies, have perished—but the vehement eloquence of Demosthenes still glows in all the living charms of an immortal youth; the sword of his son that conquered, and the sceptre that ruled unnumbered kingdoms have passed away—that Pella where first he beheld the light, the mighty Babylon, where prostrate nations owned his power, have fulfilled their destiny and ceased to be—but he

“Who bred great Alexander to subdue the world,”

still continues to instruct the critic, the metaphysician, the naturalist, the statesman, still survives in his immortal page, still astonishes alike by the profundity and by the comprehensiveness of his gigantic mind; the unparalled magnificence with which the Goddess of Wisdom embellished her favourite seat, can be but faintly gathered from its shattered fragments; but her Plato is still the admiration and delight of nations and of ages the most remote from those in which he flourished, and philosophised, and taught. The massive Doric of the Parthenon may crumble into dust, the Acropolis itself may disappear; but the grace and beauty of that Corinthian column, which rose in the “Olive grove of Academe,” will, while men dwell upon the earth and continue to be civilized, neither know diminution nor experience decay. This structure, now so fair and so imposing, may, like all the other works of mortal hands, moulder, sink in the dust, and,

“Like the baseless fabric of a vision,
Leave not a wreck behind;”

but the triumphs of learning are immortal, the wreaths which she bestows are unfading, the conqueror under her banners lives in the grateful remembrance of his species, and remotest countries and latest generations reap the fruits of the victories which he has won. To you, my young friends, and to those who shall succeed you, is assigned the important task of bestowing upon this edifice a beauty more transcendant and durable than the ornamented frieze or sculptured

pediment, the most graceful column or richest entablature, are able to impart. Ages have passed away since the Muses forsook the long-favoured shores of the *Ægean*: and if they have sought shelter in the less genial climes of the north, if they have preferred the banks of the Thames and the Tweed to Castalia and Hippocrene, it is your duty to welcome, to reverence the benignant visitants, and to devote yourselves with enthusiastic ardour to their service. What, under Providence, has raised your country to the enviable and envied height of glory which she has attained? It is not to the thunder of her fleets, nor to the might of her armies, that she is chiefly indebted for the acknowledged superiority which has gained for her the admiration of the world; it is that high moral culture which nought but education can bestow, the widely diffused intelligence that pervades every order of her people, the majesty of mind cultivated and sustained by learning, that have earned for her the unrivalled renown of which she is so justly proud. It is your distinction that you are her sons, and, as heirs of the glory which the name conveys, you are bound to extend and to perpetuate that honourable fame which every Briton inherits as his birth-right. You are Scotsmen, and as such are called on by every manly and patriotic consideration to transmit unimpaired to the generations that shall succeed you, the rich inheritance of literary and scientific fame which your fathers have bequeathed you. Yours is the country that gave birth to a Robertson, a Blair, a Hume, a Ferguson, a Reid, a Smith, a Stewart; and when these, and other admired geniuses of former days are recalled to your memory, let their honoured names fire your ambition, and animate you to the most strenuous exertions in a similar career of glory. These have won for their country and for themselves an imperishable name; yet pre-eminently distinguished as they are, despair not, my young friends, of rivalling their fame; despair not of adding new names to the ample catalogue of our national authors and our learned men. Your country's hopes, the hopes of those who love you, and of those whom you love, will, I am well assured, be fully realized; your devotion to study, and the pleasure your youthful minds manifestly take in ancient learning, are the faithful harbingers of your future fame. You will not, I am confident, suffer yourselves to be outdone by those

who but lately left the places which you now occupy, and who are already exploring the depths of literature and science, extending the boundaries of our discoveries in the worlds of matter and of mind, and in every department of exalted and useful inquiry, adding to the sum of human knowledge and of human power. The time is not far distant when you too will contribute your aid to the extension of that glory, which its pupils have for more than three centuries reflected upon this venerable seminary; and when you enter upon the duties of active life, you will evince by your virtues and by your talents, that you will not lightly reflect discredit upon your education, or on the honoured establishment of which you are the *alumni*. You will now enjoy advantages to which your predecessors were strangers, and it will be your duty—it ought to be your delight—to approve yourselves worthy of the care and expense that have been bestowed upon your comfortable and splendid accommodation. On the noble terrace that surrounds this edifice, you will have an ample field for healthful recreation; the apartments you are now to occupy are commodious, spacious, and magnificent, beyond what your fathers ever thought of, or your native land ever before possessed; and if the benefit which this school has long conferred upon our country be confessedly great, what may we not anticipate from the increased means of improvement which our liberal and munificent patrons have so generously placed within your reach!

Of myself and of my colleagues it may be unwise to speak—to do so in the boastful language of high promise, might justly be deemed presumptuous. Were we unknown to the citizens of Edinburgh,—were we strangers entering for the first time upon a career of arduous duty, we might perhaps be pardoned if we spoke somewhat slightly of all that has been achieved, before we appeared upon the arena of trial and of conflict—if we boasted of triumphs to be won, and trophies to be erected; but we cannot have recourse to such means of influencing public opinion, or gaining public favour. All of us have been for years engaged in the duties of that sphere of action in which we are still to move, and in the discharge of these duties some of us have seen the best of our chequered days pass away,—days gilded by the brightest sunshine of public favour, or darkened

by the evils incident to our mortal condition, and inseparable from humanity. But if the discipline which the alternations of good and evil, of prosperity and adversity apply to the mind, be designed by the wisdom of Omniscience to improve our nature, mature our judgment, heighten our sense of the importance of our duty, and qualify us better to perform what is expected of us, we may cherish the hope that our endeavours will, with the blessing of Heaven, still continue to receive the countenance and approbation of our patrons and of the public; and that, while we instruct the son in those studies by which we formed the mind of the sire, the bond that unites us to our fellow-citizens will be doubled in strength, and hallowed by the vivid glow of an awakened affection.

The system of education pursued in this school, and the effects it has produced, are too well and too generally known to need explanation or require panegyric. The High School of Edinburgh is unfettered by those arbitrary restrictions to which many establishments of a similar description have been subjected by their founders,—restrictions which, though accommodated to the peculiar circumstances in which they were designed to operate, discourage the adoption of such improvements in the art of teaching as the general sense of a more enlightened age approves and recommends. Of this freedom in its constitution, the High School will, I trust, continue to make, as it has hitherto done, a liberal, but, at the same time, a prudent and cautious use. The efficiency of our present system is undeniable; while the result of any new experiment would certainly be problematical, and might be hazardous; let us be careful, then, neither to adopt rashly every suggested alteration, nor reject contemptuously such improvements in the art of teaching as experience may show to be substantial and really valuable.

May the Former of the human mind, the bounteous Author of those exalted faculties which it is our province to direct and cultivate, crown our endeavours with his heavenly blessing; and may the utility of this institution be as permanent and durable as the immovable and solid rock on which the foundations of this noble edifice have been so firmly based!

XXVI. LEONHARD SCHMITZ, PH. D. As this gentleman is the first foreigner who has held a classical mastership in the

High School, and as a scholar and an author he enjoys a high reputation not only in Britain but on the continent, a brief account of his life and writings may not be unacceptable. Dr Schmitz was born March 6, 1807, at Eupen, a village near Aix-la-Chapelle, in the Rhenish province of Prussia. His parents removed, in 1813, to Aix-la-Chapelle. In 1819 he met with a serious accident one morning in January, when amusing himself with a schoolfellow near a newly erected steam-engine. His companion, in a frolic on parting, knocked off his cap. It alighted among the machinery, and when attempting to recover it, by putting his hand between the spokes of a wheel, the engine was set agoing and mutilated the right arm so fearfully, that amputation was found necessary; and for a time his life was despaired of. As the pursuits to which young Schmitz could devote himself, after recovering from this accident, were limited, his mother resolved, at any cost, to procure for her son a liberal education; and he, who had always been passionately fond of reading, rejoiced so much at this that he almost felt glad at the loss of his arm, because it at once decided that he should be allowed to study for one of the learned professions. In the autumn of 1820, accordingly, he entered the Royal Gymnasium or High School of Aix-la-Chapelle, to prepare for the University of Bonn, which he attended for philology, history, and philosophy, from 1828 to 1831. At that seat of learning he studied under the illustrious Niebuhr, Welcker, Brandis, and other eminent professors. On completing his academical career, he passed through the ordeal of examination as a teacher in the Royal Gymnasias of Prussia, and was declared competent to superintend all the classes of a gymnasium.

Every candidate for such an office in Prussia has to teach as a probationer gratuitously in a gymnasium for one year, and he accordingly undertook to give instructions in Greek, Latin, German, and Drawing,¹ in the two highest classes of the gymnasium at Bonn, attended by at least fifty youths, most of whom were about sixteen years of age. At the end of the year he had the

¹ The Minister of Instruction in Prussia at that time, recommended to every philologist who had any talent for drawing, to cultivate it, that it might not be necessary to appoint separate drawing-masters, who, in Prussia, are usually uneducated persons, and often become a laughing-stock to the boys.

gratification of receiving a deputation from both classes, to signify that they had acquired in twelve months more than they usually learned in two years under their ordinary masters.

Persons desirous to engage in the higher departments of education in Prussia, have a preparatory training of at least eleven years; and he went regularly through that course, with the view of devoting his life to the instruction of youth.

After the lapse of a year, he left the gymnasium, his time being fully engaged in private tuition.

In the month of December 1834, he abandoned Roman Catholicism, the religion in which he had been born and brought up, and in the presence of the Protestant clergyman of Bonn, and of the principal authorities of the University, he embraced the Protestant faith. He had long and seriously contemplated this important step, but no favourable opportunity had previously occurred. In the following year he married an English lady; and the climate of Bonn not agreeing with her, he accepted the offer of a tutorship in an English family resident in Yorkshire. During the three years which he spent there, and till he went to London, he made himself familiar with the English language and literature, by a course of extensive reading and study. Shortly after his arrival in Britain, he joined the Church of England, of which he is still a member. His detestation of what is called German Neology, he has expressed in the Penny Cyclopædia, article *Rationalism*, and in Smith's Dictionary of Greek and Roman Biography, article *Euhemerus*.

In 1842 the University of Bonn conferred upon him the degree of Doctor in Philosophy.

For some time Dr Schmitz was Classical Examiner of the Theological Students attending the Countess of Huntingdon's College at Cheshunt in Herts. His friend, the present Bishop Thirlwall, strongly dissuaded him from engaging in tuition, unless it were in some great public establishment. Regarding his lordship's advice exceedingly judicious, he followed it. Twice was he invited to become a teacher in the school connected with University College, London; but declined the offer each time, not feeling inclined to accept of any subordinate office.

When Dr Schmitz presented himself as a candidate for the situation which he now holds in the High School, his principal

avocations in London were of a literary kind, principally in the composition of those useful works which have made his name so honourably and extensively known. He became Dr Carson's successor, December 16, 1845.

Writings of Dr Schmitz.—1. An English translation of Dr Wiggers' Life of Socrates. Lond. 1840, 8vo.

2. An English translation of the Third volume of Niebuhr's History of Rome, executed in conjunction with Dr William Smith. *Ibid.* 1842, 8vo.

3. A continuation of Niebuhr's History of Rome, from the first Punic War to the death of Constantine. *Ibid.* 3 vols. 8vo.

The work is based upon the notes taken by Dr Schmitz in Niebuhr's Lecture Room in the University of Bonn. The third volume contains the History of Rome from the earliest times down to the first Punic War. In 1844, the King of Prussia, to whom this work was dedicated, directed the Chevalier Bunsen,¹ the Prussian Envoy and Minister Plenipotentiary at the British Court, to forward to Dr Schmitz the great gold medal for literature, "as a mark of his Majesty's sense of the honour thereby conferred upon the memory of Niebuhr, one of the greatest scholars of Germany."

4. An English translation of the Grammar of the Latin Language, by Dr C. G. Zumpt, Professor of Ancient Literature in the University of Berlin, and Knight of the Order of the Red Eagle. *Ibid.* 1845; second edition 1847, 8vo.

5. An abridgement of the preceding Grammar, for the use of the High School of Edinburgh. *Ibid.* 1846, 12mo.

6. The Classical Museum. *Ibid.* 1843-48. This periodical, of which five volumes are already published, is devoted to the elucidation of Classical literature. It was projected in 1842 by Dr Schmitz, who has been editor since its commencement, supported by the most eminent British and Continental scholars.

7. Smith's Dictionary of Greek and Roman Antiquities. *Ibid.* 1842, 8vo; second edition, *Ibid.* 1848. Nearly one fourth of this work was written by Dr Schmitz; his leading articles are

¹ The estimation in which the instructors of youth are held in Prussia is signally and honourably shown by the highly deserved promotion of Chevalier Bunsen, who was at one time a teacher.

2. *Doctors or Classical Masters.*—93.

I. GEORGE HASTIE, M.A., elected February 26, 1588. He is styled *first* Regent July 21, 1598, and he was then ordered to desist teaching. (Council Record *ap. an.*)

II. LAURENCE PEACOCK, M.A., nominated March 26, 1596. He held the office for about twenty years.

III. PATRICK HISLOP, M.A., appointed March 26, 1596. Resigned January 11, 1597.

IV. GEORGE KIRKWOOD, M.A., elected March 26, 1596.

V. JOHN BALFOUR, M.A., elected May 18, 1597. Res. Jan. 7, 1598.

VI. ROBERT STEVEN, M.A., elected January 24, 1598. 1608, January 1. "Robert Steven has contravened his oath of Burges by taking up the gramār schole in Canongait, and drawing the bairnis fra the Hie Schole of Edinburgh." (Council Record, vol. xi. f. 244.) He continued Rector of the Canongate School till his death, which happened January 1618. (Test. Regist. Edinb. *ap. an.*)

VII. JOHN TRUESHILL, M.A., became a Doctor about the year 1600. He died March 1617.

VIII. JAMES LOGAN, M.A., elected March 12, 1617.

IX. ALEXANDER READ, M.A., chosen about the year 1618.

X. DAVID WILL, M.A., elected August 4, 1619. See Crawford's Hist. of the Univ. of Edinb., p. 96. See CHAP. II.

XI. THOMAS LAWSON, M.A., chosen in the year 1620.

XII. WILLIAM SPANG, M.A., was born at Glasgow in 1607. He received the chief part of his education in his native city; and he was enrolled as a student of Philosophy in its University, May 1622. Three years afterwards he took the degree of M.A. In 1625 he became a doctor in the High School; and that situation he held till January 1630, when he was elected Minister of the Scottish Church at Campvere. He was translated to the neighbouring town of Middleburg, and admitted pastor of the English Congregation there, November 10, 1652. He died June 17, 1664. Spang was cousin to Robert Baillie, Principal of the University of Glasgow (from 1637 to 1662); and with the learned Principal he carried on an extensive and very valuable corres-

pondence. It was chiefly from Baillie's communications that Spang wrote an account of Scottish affairs in 1637 and 1638, which was printed under the following title:—

Brevis et fidelis Narratio Motuum in Regno et Ecclesia Scotica, excerpta ex scriptis utriusque partis scitu dignissimis. Per Irinæum Philalethen.—Dantisci, Anno 1640, 4to, thirty-five leaves not paged. The narrative ends with October 1638. It was republished, as "*HISTORIA MOTUUM IN REGNO SCOTIÆ*," with a Continuation to near the close of 1640. The title is as follows:—

Rerum nuper in Regno Scotiæ Gestarum Historia, seu verius Commentarius, causas, occasiones, progressus horum motuum breviter et perspicue proponens, simul cum synopsi concordiæ, quantum hactenus inita est. Excerptus ex scriptis utriusque partis scitu dignissimis, quorum primaria in Latinum sermonem nunc primum fideliter translata inseruntur. Per Irinæum Philalethen, Eleutherium.—Dantisci, Anno Domini 1641, small 8vo, pp. 576.

Spang was the editor of Dr Arthur Johnston's Latin Poems, printed at Middleburg in 1642. Dr Andrew Rivet, in his *Life of Boyd of Trochrig*, prefixed to his Commentary on the Epistle to the Ephesians, published in 1652, speaks in high terms of Spang's erudition; and so does Professor Hoornbeek, who inscribes to him Baillie's posthumous Latin Work on Scripture Chronology. (See Laing's *Memoir of the Life and Writings of Robert Baillie*, prefixed to the new and exceedingly valuable edition of *Principal Baillie's Letters and Journals*, 3 vols. 8vo, Edinb. 1842; *Principal Lee's Memorial for the Bible Societies in Scotland*, Part I., p. 106; and *Hist. of the Scottish Church in Rotterdam, &c.*, by the present writer, pp. 294, 318, 323. Edinb. 1833, 8vo.)

XIII. ROBERT FAIRLIE, M.A., "son to an honest citizen, laureat anno 1624." (Crawford's *Univ. of Edinb.*, p. 134.) He was chosen one of the teachers in the School about 1625.

XIV. JAMES HODGE, M.A., elected August 15, 1627.

XV. ARCHIBALD DOUGLAS, M.A., chosen in the year 1620. Res. November 1632.

XVI. ARCHIBALD NEWTON, M.A., elected February 19, 1630. See *Crawford's Univ. of Edinb.*, p. 125. Res. February 1634;

appointed minister of Duddingstone, in the vicinity of Edinburgh, in 1635, and of Liberton in 1639. In the churchyard of Liberton, in the vicinity of Edinburgh, there existed, till within the last twenty-five years, a monument to the memory of Archibald Newton, bearing the following inscription:—*Reverendus Dominus ARCHIBALDUS NEWTONUS, honestis parentibus, et liberali institutione domi felix; postea imbelli corpusculo, carceris squalore ac malis, apud purioris religionis hostes, foris attrito; in patriam redux, ingenio et eloquentia sic claruit, ut primum Duddingstoniæ annos 4, et deinde 18, Libbertoniæ pastor, utrobique in mutuo gregis amore, Religionis et Regiæ dignitatis constans assertor: anima tandem 2 Junii 1657 in cœlos migravit, et corporis exuvias, in piorum resurrectionem hic recondi voluit.*

XVII. DAVID BISHOP, M.A., elected March 12, 1630, to such place “whilk sal be fund fittest be the Maister.” Res. 19th February 1640, on becoming Rector of the Canongate High School.—(Council Record, *ap. an.*)

XVIII. JAMES ADAMSON, M.A., nephew to Principal Adamson, elected November 30, 1632. Res. March 1634. “Thereafter a minister in Ireland.” (Crawford’s Univ. Edinburgh, p. 124.)

XIX. JOHN BOWIE, M.A., elected February 7, 1634. Res. April 1638.

XX. JAMES ELLIOT, M.A., elected March 26, 1634.

XXI. JOHN LANGLANDS, Student, elected April 13, 1638.

XXII. JAMES CARMURE, elected in the year 1638. Res. June 1, 1642, on being “preferred to be Maister of the schooll at Moffat.”—(Council Record, *ap. an.*)

XXIII. ROGER LOWRIE, elected February 19, 1640. Died March 1645.

XXIV. THOMAS PILLANS, M.A., elected June 1, 1642.

XXV. JOHN FORRESTER, M.A., Student, elected March 28, 1645.

XXVI. FRANCIS COCKBURNE, M.A., elected about the year 1641. Died January 1666.

XXVII. JOHN WHYTLOW, M.A., elected April 10, 1646. Res. November 4, 1681, on account of old age, with full salary for life.

XXVIII. ROBERT LIVINGSTONE, M.A., elected September 29, 1647. Res. October 1649.

XXIX. SAMUEL MACCORNE, M.A., elected October 3, 1649. Died April 1667.—(Test. Regist. Edinb.)

XXX. JAMES RITCHIE, elected October 26, 1649.

XXXI. JAMES BROWN, elected July 26, 1654. Dismissed for "severall miscarriages," August 16, 1665.

XXXII. JOHN VERNOR, elected September 22, 1665. Res. March 1667.

XXXIII. ALEXANDER BURTON, elected January 12, 1666. Res. November 1, 1676.

XXXIV. ROBERT JACK or JACKSON, M.A., elected March 15, 1667. Died February 1678. (Irving's Life of George Buchanan, p. 237, 2d edit.)

XXXV. JAMES ANDERSON, Student, elected March 27, 1668.

XXXVI. JAMES SCOT, Student, elected November 1, 1676.

XXXVII. JAMES SCOTT, "indweller in Edinburgh," elected March 1, 1679. Deposed March 1, 1679, on account of his adherence to Presbytery.

XXXVIII. ROBERT BLAW, M.A., Schoolmaster of Calder, elected March 19, 1678. Deposed April 1, 1685.

"It is stated by the author of 'a character of Mr Blaw's book, entitled *Suadela Victrix*,' that the errors of the press were nearly as numerous as the lines. Mr Robert Blaw, the author of several school books, obtained the sole privilege of publishing them for 19 years, by act of the Privy Council, 16th September 1686. This man is said to have acted as a spy, and to have rendered himself otherwise subservient to the despotic measures of the government to which he owed his license." (Principal Lee's Memorial, &c., Pt. i. p. 153.)

Writings of Robert Blaw.—1. The Accidences of the Parts of Speech; or, the Rudiments of Etymology. Of this work, in 12mo, three editions were published at Edinburgh in 1686, 1691, and 1695. 2. Vocabularium Duplex, seu Fraus elusa. The first edition appeared in 1686, and the much enlarged second in 1698. 3. The Etymology of the Latin Tongue in English, containing seven Books: The Syntax of the Latin Tongue in English; The Prosody of the Latin Tongue, partly in English, partly in Latin; The Fourth Part of Grammar commonly called

Orthography, adapted to the Latin and English Tongue. Edinb. 1711, 12mo. 4. *Libamina Junioribus Philologis degustanda*, or the Locutions of the Latin Tongue described and illustrated, with other things relating thereto. Edin. 1702, 12mo. 5. *Praxis Oratoria*, containing Five orations by way of a comical Play (both Latin and English) viz. upon Diligence, Mechanicks, Arts, Learning, Latin Tongue, and Maternal Indulgence. To which are added an Oration, concerning the Cocks and their Game, declaimed yearly both in Latine and English by every one of the high class, the whole time of their solemn fighting. An Inaugural Oration of the Victor at *Candlemas*, holding forth to the youth the reasonableness of a limited *Monarchy*, confirmed also by Authorities out of the Ancients. Edin. 1703, 12mo.

XXXIX. ALEXANDER FORSYTH, M.A., Student, elected April 4, 1679.

XL. GEORGE BURNET, "Student in Philosophy," elected November 4, 1681.

XLI. JOHN JOHNSTONE, elected September 22, 1682. Res. September 14, 1709.

XLII. JOHN FORD, Student, elected November 3, 1682. Res. May 20, 1685.

XLIII. THOMAS TAIT, M.A., Student in Divinity, elected April 1, 1685. Res. May 20, 1688.

XLIV. DUNCAN WHYTE, M.A., Student in Divinity, elected May 20, 1685.

XLV. JOHN FULLERTON, elected November 25, 1685. Res. July 1686.

XLVI. THOMAS DARLING, M.A., Student in Divinity, elected July 27, 1686. Res. March 9, 1698.

XLVII. ANDREW SKENE, M.A., Schoolmaster of Prestonpans, elected May 20, 1688. Res. August 1690.

XLVIII. WILLIAM MUIR, "Student in the College of Edinburgh," elected September 11, 1690.

XLIX. JAMES ANDERSON, elected April 1, 1692.

L. JOHN GOODALL, M.A., elected February 23, 1694. Res. April 14, 1697. Professor of Hebrew in the University of Edinburgh November 6, 1702. Died August 1719.

LI. JOHN ANDERSON, M.A., elected April 26, 1695.

LII. PATRICK MIDDLETON, M.A., elected May 12, 1697. Deposed May 1, 1702.

LIII. JOHN MAITLAND, M.A., elected March 9, 1698. Died February 1713. (Test. Regist. Edinb.)

LIV. JOHN ARROLL, M.A., elected April 8, 1698. Res. January 11, 1710.

LV. JOHN JOHNSTONE, Junior, "Governour to the Laird of Monkrig," elected May 13, 1702.

LVI. HUGH CRAWFORD, M.A., "son to a merchand-burges of Edinburgh," elected March 15, 1704. (See Ruddiman's Life, p. 387.)

LVII. THOMAS WATT, M.A., elected September 16, 1709. He published "Grammar made easie; containing Despauter's Grammar reformed, and rendered plain and obvious to the capacity of youth, Together with a new method of Teaching Latin by Ten English Particles, to which is added a critical Syntax." Mr Andrew Symson, Edin. 1704, 12mo. This elementary work has been repeatedly printed. The best edition is that of Dr James Melvin, at present Rector of the Grammar School of Aberdeen. Dr Melvin has since published an excellent Rudiments of the Latin Language.

LVIII. GEORGE ARBUTHNOT, M.A., elected February 8, 1710. Res. July 1716, on being elected Head-Master of the Canongate High School. Promoted to the Rectorship of this Seminary November 1717.

LIX. WILLIAM HADDEN or HALDANE, elected April 19, 1710. Died August 1717.

LX. JAMES TAIT or TATE, elected November 22, 1710. Res. April 22, 1719, "in respect he was going for England."

LXI. JOHN KER, M.A., Master of the Grammar School of Crieff, elected March 25, 1713. Res. December 4, 1717, having been appointed to the Greek Chair in King's College, Aberdeen. He was elected Professor of Humanity in the University of Edinburgh in 1734. Died November 19, 1741. See CHAP. III.

Writings of John Ker.—1. *Donaides: sive Musarum Aberdonensium de eximia Jacobi Fraserii, J.U.D. In Academiam Regiam Aberdonensem munificentia, Carmen Eucharisticum.* Edinb. 1725, 4to. 2. *Cantici Solomonis Paraphrasis gemina; Prior vario Carminum genere, altera Sapphicis Versibus per-*

scripta. *Notis Criticis et Philologicis illustrata.* Auctore Joanne Kerro Dunblanensi, Græcarum Literarum in Collegio Regio Universitatis Aberdonensis Professore. Edinburgi: In Ædibus Tho. Ruddimanni, Impensis Auctoris MDCCXXVII. 12mo. A large paper copy of this work in my possession, was presented to Ruddiman the grammarian by the author, in whose neat handwriting is the following inscription:—"Ornatissimo viro, elegantium literarum studiis, morum integritate, atque omni virtute spectatissimo, Thomæ Ruddimanno, A.M. in conjunctissimis suis Amicis conjunctissimo; hanc Cantici Solomonis Paraphrasin, in sincerissimi sui amoris amicitiaque olim initæ nec unquam temerandæ symbolum, muneri mittit. Jo. Ker, Coll. Reg. Aberdon. A.D. MDCCXXVII. XII Kal. Maias."

Several Latin poems of Mr Ker, will be found in the early volumes of the Scots Magazine.

LXII. JAMES PATERSON, M.A., Student in Humanity, elected August 1, 1716. Died July 1722. Translator of *Paterculus*, Edinb. 1723, 8vo, and Compiler of the original *High School Vocabulary*.

LXIII. ROBERT SPENCE, Master of the Grammar School, Montrose, elected September 11, 1717. Died June 1742. (Test. Regist. Edinb.) See CHAP. III., and Ruddiman's Life, p. 144.

LXIV. ALEXANDER FINDLATER, M.A., Schoolmaster at Montrose, elected January 3, 1718. Died January 20, 1735. (Test. Regist. Edinb.)

LXV. JAMES GIBB, M.A., Student in Philosophy, elected April 22, 1719. Res. February 14, 1759.

LXVI. JAMES WINGATE, Student in Philosophy, elected August 17, 1722. Died March 1731. (Test. Regist. Edinb.)

LXVII. JOHN LEES, M.A., Student in Divinity, elected March 24, 1731. Promoted to the Rectorship, May 1735.

LXVIII. JOHN LOVE, M.A. He was born at Dumbarton in July 1695, and at its Grammar School was prepared for the University of Glasgow. Having taken his degree he returned to his native place, and for a time acted as Usher to Mr David M'Alpine, his former Teacher. In 1720 he was placed at the head of the School; and while in Dumbarton he taught Tobias Smollet the Latin language. On the 14th February 1735, he was appointed to a Mastership in the High School. This eminent man re-

signed that charge, October 2, 1739, on being elected Rector of the Grammar School of Dalkeith. He died September 20, 1750, aged fifty-five. See CHAP. III. Mr Love was twice married. By his first wife he had thirteen children, all of whom died in early life except two sons, respecting whom the late Mr George Chalmers, author of "Caledonia," communicated to me, several years ago, the following particulars:—"With regard to the sons of John Love, David and Robert: *David Love* was a clergyman of the Church of England, a man of great learning and of much simplicity. He went out to Maryland, where he obtained a valuable Rectory about four miles from Annapolis, the metropolis. This circumstance introduced him to the acquaintance of General Sharpe, and other eminent persons. There I first knew and esteemed him. In 1775, I was driven away from Maryland by the American revolt, and left Mr David Love behind me. He at length found himself obliged to quit his parish (where he had laboured from 1764 to 1777), and come to England. After a while he obtained the Rectory of Fingringhoe, near Colchester. His brother, *Robert Love*, I first knew as a commander of a merchant ship in the tobacco trade to Maryland. The colonial commerce having been interrupted by the American war, he also returned to London. When I knew him latterly, he was employed by the Admiralty in overseeing the raising of seamen on Tower Hill. He had all the looks and manners of a Navy Lieutenant, and was well stricken in years." See also, Chalmers's *Life of Ruddiman*, and the admirable account of the parish of Dalkeith, by the Rev. Peter Steele, M.A., in the *New Statistical Account of Scotland*.

Writings of John Love.—1. *Animadversions on the Latin Grammar*, lately published by Mr Robert Trotter, Schoolmaster at Dumfries. Edinb. 1733, 8vo. 2. He published,—along with Mr Robert Hunter, a Teacher in George Heriot's Hospital, and who afterwards became Professor of Greek in the University of Edinburgh,—a most correct and elegant edition of Buchanan's *Psalms*, illustrated with Notes, original and selected. *Ib.* 1737, 8vo. 3. *Buchanan's and Johnston's Psalms compared*. *Ib.* 1740, 8vo. 4. *A Vindication of Mr George Buchanan*, in two Parts. *Ib.* 1749, 8vo.

LXIX. WILLIAM CREECH, M.A., Teacher of a private School

in the City, elected May 21, 1735. Died January 1739. (Test. Regist. Edinb.)

LXX. JOHN RAE, Schoolmaster of North Berwick, elected February 14, 1739. Res. January 24, 1759, and became Rector of the Grammar School of Haddington. He died June 3, 1763. (Test. Regist. Edinb.) See CHAP. III.

LXXI. JAMES ANDERSON, Parochial Teacher of Selkirk, was appointed October 3, 1739. Res. April 22, 1752, on being chosen Rector of the Grammar School of Kelso.

LXII. JAMES BARCLAY, M.A., "Teacher of a private School in the City," was elected June 2, 1742. He resigned November 1750, on being chosen to succeed Mr John Love as Rector of the Grammar School of Dalkeith. Mr Barclay remained in that situation till his death, which occurred June 5, 1765. See CHAP. III. He left four daughters. One was married to Mr John Ballantyne, merchant in Kelso, and became the mother of Messrs James and John Ballantyne, who afterwards were so closely identified with Sir Walter Scott in the printing and publishing of his works; and the other three were respectively married to the Rev. James Rutherford of Hounam, the Rev. William Shiells of Earlstoun, and the Rev. George Cunningham.

Writings of Mr Barclay.—1. A Treatise on Education, &c. Edinb. 1743, 12mo. 2. The Greek Rudiments; in which all the grammatical difficulties of that language are adapted to the capacities of children, after the plan of Mr Ruddiman's Latin Rudiments. *Ib.* 1754, 8vo. 3. The Rudiments of the Latin Tongue; in which the difficulties of all the parts of our Latin grammars are made plain to the capacities of children. *Ib.* 1758, 8vo.

LXXIII. JOHN GILCHRIST, M.A., Usher in the Grammar School of Dalkeith. He was elected November 7, 1750, and died October 1766. The following inscription, written by Mr Luke Fraser, I found inserted in the Official Register of the High School scholars, under the last-mentioned date :—" Anno Domini MDCCLXVI^{to} mortuus est JOANNES GILCHRIST, annos circiter XLV natus, qui per annos sedecim pueros instituendi munere in Schola Edinensi Regia, summa cum laude functus est. Non confectus annis, non fractus morbo, sed diris laboribus victus; uxore, filiis duobus, filiaque flentibus, fato cessit. Hunc exceptit

LUCAS FRASERIUS, octavo kalendas Decembres, certamine publico inito atque peracto, jam tum agens trigesimum etatis annum."

LXXIV. ROBERT FARQUHAR, M.A. He had been parish schoolmaster of Lochlee in Forfarshire; and from 1731 to 1739 Master of the Grammar School of Forres. (Private Information.) On the 22d April 1752, he was chosen to succeed Mr James Anderson. Res. September 5, 1772. Died October 30, 1782.

LXXV. ALEXANDER BARTLET, elected February 7, 1759. Died December 19, 1773.

LXXVI. JAMES FRENCH, a native of Tweedsmuir in Tweeddale. He had been schoolmaster of Temple in Midlothian; but when appointed to the High School, February 14, 1759, was parochial teacher of Yester. His second wife was a daughter of the Rev. James Witherspoon, minister of Yester, and the sister of the Rev. Dr Witherspoon, who became President of Princeton College, New Jersey. Mr French was the early instructor of the Rev. Dr Charles Nisbet, President of Dickenson College, Pennsylvania.

On his resignation, June 28, 1786, he retired to Lanarkshire, where he peacefully spent the remaining three years of his life with his son, the worthy minister of Carmunnock. In the burying ground of that place, the following beautifully simple and touching inscription appears:—"Sacred to the Memory of JAMES FRENCH, late one of the Masters of the High School of Edinburgh; who died at the Manse here, 9th March 1789, aged 74, his son being minister of this parish. He lived by the faith of the Son of God a life of humility, piety, and active benevolence. His children have erected this stone, in testimony of their affection, in memory of his virtues, and to the praise of the riches of Divine grace."

His son, the Rev. James French, who was successively minister of Carmunnock and East Kilbride, and who died April 26, 1835, was private tutor to Sir Walter Scott.

LXXVII. LUKE FRASER, was born at Auchenrath, in the parish of Kirkmahoe, on Christmas day, old style, 1735, or according to the present reckoning, January 5, 1736. His knowledge of Latin, previously to his joining the Humanity Class in the University of Edinburgh, was acquired during a six months' attendance

only at the Grammar School of Dumfries. Although Mr Fraser was later than usual in beginning his classical studies, the rapidity with which he acquired Latin and Greek was very remarkable. His talents in this respect were certainly of a very high order. He commenced teaching at Gubhill, a side-school in the parish of Closeburn; and to the parochial school of Durrisdeer he was soon removed. Whilst attending the Divinity-Hall in the University of Edinburgh, he was engaged by Mr Wauchope of Niddry as domestic tutor to his son. Mr Matheson of the High School, owing to the delicate state of his health, being unable to discharge his duties, Mr Fraser entered into an arrangement with him, and taught the Rector's Class for a considerable time.

The death of Mr Gilchrist having caused a vacancy in the School, Mr Fraser, who had given indubitable proofs of his fitness, was elected, after a comparative trial, November 26, 1766, as one of the Classical Masters. In CHAPTERS III. and IV. we have spoken of his long and valuable services. On the 16th of July 1805, Mr Fraser addressed the subjoined letter to the Lord Provost, intimating his intention of retiring into private life:—

MY LORD,—I consider it as my duty to inform your Lordship, that I must resign my office as one of the Masters of your High School, on or before the 1st day of October next. I began to teach a public school the 1st of October 1752, and since that time (I acknowledge it with gratitude), I have not been confined from discharging my duty to my pupils above one month altogether. Forty years of that time have been employed in the service of this city; and the class I am now going to part with, has been the most numerous that I ever had, excepting one. Should I engage with another, I have no reason to think I should want pupils; but I cannot bear the thought that the public should suffer from any weakness or inactivity of mine in the decline of life. I therefore beg of your Lordship, to intimate my intention to the Magistrates and Council, that they may take the steps necessary for providing a successor to me by the 1st day of October next. —I have the honour to be, my Lord, your Lordship's most obedient and faithful humble servant,

LUKE FRASER.¹

The Right Hon. Sir William Fettes, Bart.,

Lord Provost of Edinburgh.

¹ Council Record, vol. cxliii. Pp. 289-91.

Mr Fraser died November 27, 1821, and was interred in the Canongate Churchyard. From his portrait, which was painted by Watson, an excellent engraving by C. Turner was published in 1810. A son, who became a member of the Society of Writers to the Signet in 1813, and one daughter of Mr Fraser, still survive.

LXXVIII. WILLIAM CRUICKSHANK, M.A., studied at the University of Edinburgh, where he gave decided indications of scholarship. He had been well trained by his uncle, Mr William Cruickshank, the eminent schoolmaster of Dunse, who taught, with great ability, the Latin, Greek, and French languages, during a period of forty-five years preceding his death, in 1778.

The subject of this notice became Rector of the High School of the Canongate, September 20, 1770; and he was appointed successor to Mr Farquhar in this seminary, September 5, 1772. He died March 8, 1795. See CHAP. III.

LXXIX. WILLIAM NICOL, M.A., was born at Dumbretton, parish of Annan, in the year 1744. His father, a poor but respectable man, died in early life, leaving an unprovided widow and an only child, the subject of this sketch. Young Nicol acquired his elementary instruction from Mr John Orr, a self-taught genius and an itinerant teacher, who was in the practice of opening a school among the farmers in Dumfries-shire. It was currently asserted, and by some believed, that Orr could not rest long in a place, in consequence of having *laid a ghost*! An account of his interview with the spectre is even circumstantially preserved in a popular rhyme. From this reputed exorciser, who was withal a strict disciplinarian, Nicol derived his first knowledge of Latin. When a mere lad, he opened a school in his mother's house. He often adverted to this period of his life with gleesome recollection, mentioning, that it required all the maternal authority, prudence, and tact, to keep the young teacher and his juvenile group of scholars in proper subjection; for, whenever she had occasion to leave the apartment, their attention was instantly withdrawn from the lesson, and in an eager body did they proceed to plunder the good woman's *amory* or cupboard! Nicol was at first idle and averse to study; and it was not until after his emulation was roused and attention fixed, when for a short time at the Grammar School of Annan, of which Dr Henry, the historian, was then rector, that his talents began to appear.

From small beginnings he obtained the means of entering the University of Edinburgh, where he distinguished himself in the literary classes. At one period he meant to study for the church. The practice, now abolished, of the students delivering their sentiments on the discourses of their class-fellows in the Divinity Hall then existed. Nicol was a frequent and a pungent critic. When engaged in his theological pursuits he offered himself for a vacant Mastership in the High School; and, on the 2d February 1774, he became the successful candidate. For a time he was one of the most popular teachers in this seminary. Had his talents and qualities of mind and heart been under more strict discipline to the guidance of wisdom and prudence, he would have been remembered as a bright ornament of his day. He was in truth a person easily excited. His passions, when roused, were high and indignant; but, agreeably to the testimony which we have obtained from one who knew him intimately, "Nicol's heart was warm and full of friendship. He cherished with enthusiasm the recollection of his early years, and rejoiced to meet the companions of his youth. He would go any length to serve and promote the views and wishes of a friend; but whenever low jealousy, trick, or selfish cunning appeared, his mind kindled to something like fury and madness." He and his friends had more than one occasion to lament that he could not duly curb an unruly temper. This, indeed, ultimately led to his quitting the High School. See CHAP. III. With Robert Burns he was in habits of the closest intimacy; and the poet has identified and perpetuated his name in a well-known song. Nicol thus publicly announced, in September 1795, his resolution to prosecute his profession as a teacher:—

"Mr Nicol, having dissolved his connexion with the Magistrates and High School, proposes to open an Academy on the 1st of October next, in a large and well-aired room in *Jackson's Land*, High Street, North Side, a little below the Cross, for instructing young gentlemen in the LATIN LANGUAGE. Pupils of every age, even those who require initiation in the very first principles, will be admitted, and formed into proper classes, which will be brought forward with all possible accuracy and dispatch. In teaching the most advanced one, the strictest attention will constantly be paid to Geography, Versification, and Antiquities; and the business

principally conducted in the Language of Rome, a circumstance which gives a decided superiority to the Grammar Schools on the Continent over those of Great Britain : For the Latin Language, proper principles premised, may be as easily and speedily acquired, by the constant habit of speaking it, as any modern one whatever ; though few, in this country, seem to advert to it." Mr Nicol was much employed in translating Theses for medical students ; and in that way, with his public teaching, realized a competency. He died April 21, 1797, and was interred in the Calton Burying-Ground, near the monument of Hume, the historian. He had seven children, of whom a son and two daughters survived him.

LXXX. ALEXANDER CHRISTISON, M.A., was born of humble parentage, in the parish of Cockburnspath, July 1749. He acquired the rudiments of Greek and Latin under somewhat peculiar circumstances. So great was his thirst for learning, that he walked three times a-week, in the evening, a distance of seven miles, that he might receive private lessons from Mr William Johnston, parochial schoolmaster of Coldingham. Of that indefatigable and successful teacher, we have heard Mr Christison speak in terms of much respect and affection. To Mr Johnston he acted for a short while as assistant. After this he commenced a school in his native parish ; and whilst there engaged in the work of tuition, he was called to take charge of a school in Berwickshire. The Rev. Alexander Cuthbertson, the present incumbent of Edrom, obligingly sent me the subjoined extract from the register of his parish for March 3, 1775 :—" Mr Redpath, the minister, mentioned to the session, that Mr Alexander Christison, private teacher in Old Cambus, was chosen schoolmaster by the heritors ; and at the minister's request he was appointed precentor and session-clerk, with the emoluments." He resigned his charge at Edrom, May 17, 1776, stating to the heritors, " that he had got a call to teach in Edinburgh, which he thought advantageous for him to accept." Mr Christison fully availed himself of the benefit which his residence in the metropolis afforded him ; and he then attended the literary classes in the University. In the summer of 1778 he applied for the Mastership of the Grammar School of Dunbar. There were seven applicants ; and the magistrates resolved that their quali-

fications should be tested by competent judges in Edinburgh. The examiners drew up the following minute :—

“ Four candidates were examined with respect to their knowledge in the Latin, Greek, and French languages ; and having found unanimously that Mr Christison, [late] schoolmaster at Edrom, not only surpassed the other candidates in his knowledge of Latin and Greek, but gave such proofs of his acquaintance with classical learning as, in our opinion, qualify him in every respect for being an eminent Master of any Grammar School ; at the same time, we take this opportunity of doing the other candidates the justice to declare, that some of them, particularly Mr William Dick from Haddington, made a good appearance. (Signed) And. Dalzel, Prof. of Greek, University of Edinburgh ; John Hill, Prof. of Humanity ; Alex. Adam, Rector of the High School, Edinburgh.” The Magistrates of Dunbar, on the 8th May 1778, appointed Mr Christison to be Master of their Grammar School ; but on the 20th of the same month a letter was received from the Master-elect, intimating that he could not accept of the office ; whereupon Mr Dick was chosen in his place. (Excerpts from the Record of the Town Council of Dunbar, kindly procured for me by the Rev. John Jaffray, minister of that parish.) The reason of Mr Christison’s declinature of the Dunbar School was, that on the recommendation of Dr Adam, one of his late examiners, he had been chosen, on the 16th of May, a Master in George Watson’s Hospital.

In 1781 he was nominated by his Grace Henry Duke of Buccleuch to the Rectorship of the Grammar School of Dalkeith. Under the vigorous direction of Mr Christison the reputation of that seminary was greatly increased. This recommended him to the Town Council of Edinburgh, as the candidate most worthy of taking charge of the class in the High School, which the growing infirmities of Mr James French compelled him to resign. His election took place July 5, 1786. “ Many years experience,” says Dr Andrew Brown, “ of the fine spirit with which Mr Christison conducted the business of his department, extending at once the range of elementary instruction, and producing, on the recurrence of his fourth annual examination, not only the most substantial proofs of a critical acquaintance with the languages, history, and literary works of Greece and Rome, but, what was

far better, of well cultivated talents fitted for every kind of exertion, opened to him, on the death of Dr John Hill, the undisputed succession to the Chair of Humanity in this University. The preferment (bestowed upon him December 11, 1805) was the more gratifying to his feelings, that it was awarded by the united suffrage of all the learned and dignified bodies in the city." (*Notice of the Life and Character of ALEXANDER CHRISTISON, A.M.*) In the same pamphlet, which was printed for *private* circulation, it is said, "So long as Mr Christison had to deal with boys, he kept them steadily in their place. On entering the gates of the University, he felt that he occupied other ground; and calmly made his appeal to the sense of character, which the perception of worth, and the desire of approbation, so powerfully awaken in the youthful bosom. It may confidently be affirmed, that no Professor in any University ever made a more considerate or a more kindly estimate of the talents and character of his pupils;—of whom, numerous as Mr Christison's classes were, it is well known that not one escaped his notice, or failed to attract a portion of his regard. To the scholar labouring under the embarrassments of deficient resources, his indulgence was unrestrained. He seemed, in fact, to regard it as one of the chief privileges of his condition, that it enabled him to assist the deserving in surmounting those difficulties which he had conquered by in-born strength." We cannot resist transferring to our pages the following beautiful passage from Dr Brown :—"It is a privilege and a consolation to recollect, that in relation to the present world, —to which the usefulness of mere intellect is wholly confined,—there falls not one, in any of the high places of human life, whose departure retards the progress of scientific discovery, or restrains the general tendency of the spirit of the age. No spring is ever withdrawn from the machine of society, that either impedes its movements, or diminishes the value of the work produced. Enough of talent always survives to execute the task assigned to the generation that takes possession of the scene. Professor Christison had an abiding conviction of this great truth; and estimated the powers of thought and the treasures of learning as nothing, when viewed only in their application to the purposes of bustle and exhibition on the part of the individual. In language that yet rests on the ear, he represented the honest exertion of

cultivated talents, in purifying the elements of private character and promoting the cause of virtue among men, as constituting their supreme claim to respect. Such an exertion of them formed, in his opinion, the richest source of enjoyment in the days of peace, and the only legitimate refuge from the pressures of adversity. He sought this refuge, in his own case, with an intensity of application that equally braced his mind for the toils of study, the duties of life, and the offices of humanity. The faith and hope of Christianity supplied the food that nourished this high principle. Amidst all the changes of the times in which he lived, he reaped his reward in that quietness and assurance, which reposed, without a doubt, on the efficacy of the blood of the Cross, by which God is reconciling all things to himself, whether they be things in heaven or things on earth." I have made these extracts from Dr Brown's affectionate and able memorial of his friend, not only because the pamphlet referred to must be in the hands of few; but because, having enjoyed an acquaintance of several years with the late Professor Christison, previous to his death, which occurred on the 25th June 1820, I can better appreciate the accuracy of the delineation of character presented in the preceding quotations. The late Rev. Dr Thomas Macknight (the colleague of Dr Andrew Brown), prepared a valuable biographical notice of Mr Christison, which appeared in the "Edinburgh Courant" a few days after the Professor's death. A short excerpt from Dr Macknight's sketch, with some additional information, will be found in CHAP. IV. The leisure of his later years was given by Professor Christison to a rigorous examination of the modes of expounding and illustrating the principles of pure Mathematics. His published papers on scientific subjects are regarded as highly creditable to his memory. He left a widow (who survived him eleven years), and three sons,—*John*, who was called to the Scottish Bar in 1810; *Robert*, at present Professor of Materia Medica in the University of Edinburgh; and *Alexander*, minister of the parish of Foulden in Berwickshire.

Writings of Professor Alexander Christison.—1. The General Diffusion of Knowledge, one great Cause of the Prosperity of Great Britain: with an Appendix, containing a Proposal for improving the present Mode of Teaching the Greek Language,

Edinb. 1802. 2. On the Doctrine of Fluxions, Ann. Philos. vol. v. 327, 1815. 3. Application of Fluxions to Lines of the Second Order or Degree, *Ib.* vol. x. 417, 1817.

LXXXI. JAMES CRIRIE, M.A., D.D., was born in the parish of New Abbey, Stewartry of Kirkcudbright, in April 1752. When two years old he lost his father; and not long afterwards he removed with his mother to Kirkgunzeon, where he was employed herding cattle. The Rev. William Clark, the minister of that parish, having noticed his fondness for reading, encouraged this propensity by supplying him with suitable books. He was in a great measure self-taught. Such proficiency did he make in study, that he was found qualified to undertake the management of a school, to which his reverend friend nominated him. Of Mr Clark's attention and encouraging kindness, he cherished, through life, a grateful recollection. From Kirkgunzeon Mr Crie removed to a similar situation in the parish of Lochrutton. In consequence of distinguishing himself there, he honourably obtained, in May 1777, the Mastership of the Grammar School of Wigton, in Galloway. In November 1781 he was appointed Rector of the Grammar School of Kirkcudbright. He was advanced, by comparative trial, November 1787, to the Rectorship of the High School of Leith. There, so early as 1790, Mr Crie introduced the monitorial system of teaching. The enthusiasm and success with which he discharged his duty in Leith, and his acknowledged proficiency in classical literature, qualified him for filling the vacancy in the High School, to which he was elected March 18, 1795. He was master of some of the modern languages, particularly French and Spanish. Mr Crie was sometime Latin Secretary to the Society of Scottish Antiquaries. He resigned his Mastership in the autumn of 1801, having been presented to the parish of Dalton; and by the Presbytery of Lochmaben he was ordained on the 17th September of that year. The degree of Doctor in Divinity was conferred upon him, March 11, 1802, by the University of Edinburgh, at which he had prosecuted his studies. Dr Crie, after assiduously devoting the remainder of his days to the discharge of his pastoral duties, died January 5, 1835, leaving a widow, who survived him nine years. For the preceding particulars I am indebted partly to a communication

which I had the pleasure of receiving from Dr Cririe himself, as also to two of his co-presbyters, namely, the Rev. James Hamilton, minister of New Abbey, and the Rev. Thomas H. Thomson, the worthy successor of Dr Cririe at Dalton.

Writings of Dr Cririe.—Scottish Scenery; or, Sketches in Verse, descriptive of Scenes chiefly in the Highlands of Scotland; accompanied with Notes and Illustrations; and ornamented with Engravings by W. Byrne, F.S.A., from Views painted by G. Walker, F.A.S.E. Lond. 1803, 4to. "The object," says the author, "which he proposed to himself, was to express the feelings of the heart on the survey of picturesque beauty, and the scenes of past events presented to his view, in the different parts of the country which he visited."

LXXXII. WILLIAM RITCHIE, M.A., was born in the parish of Methven, in the year 1756. His father was a respectable farmer. He studied at the University of St Andrew's; and in November 1774, the parochial school of Abernethy was entrusted to his charge. Having accepted an assistantship in the Perth Academy, he left Abernethy in May 1779. In 1786 he obtained the Rectorship of the High School of the Canongate, which at that time was a well attended seminary. When the Count d'Artois, afterwards Charles the Tenth, King of France, resided at the Palace of Holyrood towards the close of last century, Mr Ritchie gave him instructions in English. With the view of rendering the lessons useful, he recommended the study of history to his royal pupil. He tried him in French, English, and Scottish history, but in vain. The only book in our language which he could induce him to read was Goldsmith's *Vicar of Wakefield*. On the 26th of August 1795, Mr Ritchie succeeded Mr Nicol in the High School. He continued acceptably to perform his professional duties till 1818, when, in April of that year, he intimated to the patrons his intention of closing his scholastic labours on the 1st of October ensuing. His successor, Mr Lindsay, so long as he remained the junior classical teacher in the school, was taken bound to pay Mr Ritchie an annuity of L.150.

At an early period he showed a marked predilection for travelling; and in every public situation which he filled he uniformly devoted his vacation to some long journey, which he had previously

planned with great exactness. He travelled always on foot, and frequently extended his peregrinations so far that he ran short of money, and was obliged to make many unusual shifts to get home. The continent of Europe Mr Ritchie visited repeatedly. In one of his first excursions he spent some time in a monastery in Belgium, that he might have the opportunity of conversing with the monks in Latin. He travelled much in France before the first Revolution; and as he spoke French with great fluency he experienced no difficulty in his intercourse with the natives. At the beginning of the Peninsular war he joined the British troops in Portugal, and followed them for several weeks in their marches. In the autumn of 1812 he accompanied Dr Thomas Thomson to Sweden, the only country in Europe then open to British travellers; and they visited Stockholm and Upsal together. Mr Ritchie left his companion and returned home; and when, in the following year, Dr Thomson published his "Travels in Sweden," he inscribed the volume to Mr Ritchie; stating, that it afforded him great pleasure in thus "erecting a kind of public monument of the friendship which had long subsisted between them." After retiring from the High School he visited Malta, Egypt, and Palestine. He used to relate an odd incident which happened during his visit to the Pyramids. At Cairo he had engaged a person in the garb of a Turk to act as his *cicerone*. A few hours' intercourse with the supposed Mussulman elicited the amusing fact that his guide was, like himself, a native of Perthshire! He returned from the Holy Land in August 1821, and on the 11th of January of the following year he died at the house of his cousin, the Rev. Dr William Ritchie, Professor of Divinity in the University of Edinburgh. His remains were accompanied to the grave in the Greyfriars Churchyard by a great number of his old scholars. To quote the language of the *Ritchie Pupils*, 1803-1806 (from their Minute Book in the possession of the Secretary, Alexander Macdonald, Esq., of the General Register House, Edinburgh), "His instructions had fixed in their minds many a useful lesson, and his gentleness and urbanity of manner had formed many a valuable habit. They could not allow the opportunity afforded them by their present meeting (the first since Mr Ritchie's demise), to pass, without testifying the esteem and

regard which they felt for the private and public character of their late worthy preceptor." He was never married. As mentioned in CHAP. IV. Mr Ritchie's name is kept honourably before the successive pupils of the High School, in consequence of his having bequeathed a sum of money, the interest of which is annually expended in the purchase of a gold medal.

Writings of Mr Ritchie.—He edited Cordery, Nepos, and the Grammatical Exercises. It was understood that he had left behind him a diary, consisting chiefly of notices of the countries which he had successively visited; but no such MS. was found among his papers. For some of the preceding particulars I am indebted to Mr Ritchie's friend and fellow traveller already mentioned,—Dr Thomas Thomson, now Professor of Chemistry in the University of Glasgow.

LXXXIII. JAMES GRAY, M.A., was born at Dunse in the year 1770. His father, an industrious tradesman, was an elder in the Antiburgher congregation in that place. Young Gray received the early part of his classical education in his native town, under Mr William Cruickshank, the parochial schoolmaster, to whom I had occasion to allude when speaking of his nephew, a Master of the High School. Cruickshank was famous for making excellent scholars, and for what was then thought its indispensable concomitant, severe flogging. James Gray, after spending a few years with Cruickshank, was apprenticed to his father, who was a shoemaker, latterly, by courtesy, a leather merchant. Though he steadily followed his proper calling, literary pursuits occupied his leisure time. So bent, indeed, was he upon the acquisition of learning, that when a young man of twenty he was accustomed during his dinner hour, with the view of not losing what he had gained, to repair to the Grammar School, which was then taught by Mr David White. "Among the earliest things I can remember," says the late James Cleghorn, Esq., Editor of the Farmers' Magazine, and Founder of the Scottish Provident Institution, in a communication with which I was favoured from him a short while before his death, "was the appearance of James Gray in the school, with a leather apron rolled up round his waist. He came in amidst all our staring, and took a seat by himself, not belonging to any class; turned up his books, and in a few minutes after was upon the floor repeating some Latin author to our

Master, which he did always easily and without interruption, and I therefore suppose quite well. Indeed, it was the opinion of us all that he was a better scholar than White himself. When the task was over he left the school, and returned at the same hour to perform the same part the day following." Gray renounced his trade, and became usher to Mr White. In April 1794¹ he was chosen Rector of the Grammar School of Dumfries, and on the 15th of the following month he entered upon his duties. The sons of Robert Burns were his pupils there; and in this way he became acquainted with the bard. Mr Gray has borne strong testimony to the anxiety of Burns to have his children thoroughly educated; and that he "frequently found him in the bosom of his family, explaining our English poets, from Shakespeare to Thomas Gray, or storing their young minds with examples of heroic virtue, as they live in the pages of our most celebrated historians." (Works of Robert Burns, edited by Peterkin, vol. i. Pref. p. lxxxv). The resignation of Mr Crieie having caused a vacancy in the High School, Mr Gray was chosen in his stead, September 2, 1801.

In August 1820, when Mr Pillans was called to a Professorship, the Town Council appointed Mr Gray sole Teacher of Greek in the school. On the 5th November 1822 he was elected Principal of Belfast Academy. He accordingly tendered his resignation on the 11th of the following month, and left Edinburgh. See CHAP. IV. He had not been long in Ireland when his talents and worth, and his high scholarship, especially his knowledge of Greek, recommended him to the notice of several dignitaries of the Established Church. Though brought up among Presbyterian Dissenters, and at one time studying for the Church of Scotland, he was induced to enter into holy orders in the Episcopal communion; and on the 21st December 1823, at an ordination held at Belfast, he was admitted a Deacon by the Lord Bishop of Down and Connor. In the year 1826 he received an appointment to a Chaplaincy in India, and to that distant land he immediately set out. Soon

¹ To Archibald Hamilton, Esq., Writer, Dumfries, I am indebted for several particulars relative to Mr Gray, and the grammar school of that town.

after his arrival at Bombay, Mr Gray was appointed Chaplain at the station of Bhooj in Cutch. In a letter addressed to a friend in Edinburgh, Mr Gray thus refers to his occupations in the East :—

“Bhooj, April 28, 1830.—My life is as retired and uniform as possible. The greatest part of my day is spent in absolute solitude. Never was there such a contrast in two periods of the history of any individual as in my present and my Edinburgh life. I who lived so many years in the whirlwind of human beings, now see few people but my own native servants gliding into my apartments with noiseless steps, and starting up behind me like dark shadows, and disappearing when their momentary business is over with as little observation, that I am often not aware of their absence.” * * * * * “My present employments, after the discharge of my duties as military chaplain, have, as their object, the improvement of the natives of this country morally and religiously. I have deserted the elegant and the polished languages of Greece and Rome for the barbarous languages of India. I have submitted to the drudgery of learning two of these languages; and to this no motive could have induced me but the desire of giving to the idolaters of India the Scriptures in their own language. In this work of translating I have made some progress, and hope in no long time to print a complete version of the New Testament. I am engaged in other interesting employments, of which the chief is the education of the young King of Cutch. He is a fine young man of about fifteen years of age, modest, unassuming, and a most kindly heart. In the language of Court flattery he is already represented as a prodigy of learning, yet he has too much good sense to be puffed up by this, and no one is more sensible of his deficiencies nor more desirous of correcting them. He has already made some progress in the knowledge of the English language, and Geography and Astronomy. I shall be able, I have no doubt, to make him one of the most learned kings that ever were in India, as he promises to be one of the most humane. Oh! that I may be enabled in the course of his education to impart to his mind a portion of that wisdom that cometh down from above, and that alone maketh wise to salvation. These are the subjects that engross my thoughts, that are

the theme of my evening and morning and midnight prayers. Join your prayers to mine, that my exertions may be blessed towards the cleansing of this land from its pollutions and abominations; for Indian society is corrupted to its very core with a rottenness of which no one can form any conception."

During the year in which he wrote the above he met the late Sir John Malcolm, Governor of Bombay, at Bhooj. "I think him," says Mr Gray, "*one of the most extraordinary men I have ever seen.*"

Whilst usefully employed in translating the four gospels into the Cutchee, which was never before a written language; and when, with great pains, he had completed a Vocabulary of that tongue, this active-minded and excellent man was suddenly cut off by water in the chest, on the 25th of September 1830. His death was declared by the Governor of Bombay as "a public loss;" and in the leading journals in India a tribute of respect was spontaneously paid to his memory; and his name, it was allowed, would take its place beside that of Leyden, Carey, Morrison, and similar benefactors of the highest interests of our race. The Ráo has erected a handsome monument to the memory of his former tutor. Notices of Mr Gray will be found in Lockhart's *Life of Robert Burns*; Hogg's *Queen's Wake*; Burnes's *Sketch of the History of Cutch*, &c. p. 224, 2d edition; Mrs Elwood's *Narrative of a Journey Overland from England to India, and Residence there, 1825-1828*, vol. ii. pp. 109-111, and 252-3; *Letters of Mrs Grant of Laggan*, vol. iii. p. 137; Dr Wilson's *Memoir of Mrs Margaret Wilson, of the Scottish Mission, Bombay*, 4th edition, pp. 238-240; and a *Memoir of the Rev. James Gray*, in the *Oriental Christian Spectator* for 1831, pp. 153-159, written by his son-in-law, Robert Cotton Money, Esq. (son to the late Consul-General at Venice). Mr Gray was twice married. By the first marriage he had four sons and three daughters. His second wife, who died in India, had no children. In the "*Dublin University Magazine*" for March 1845, is a *Memoir of Mrs James Gray*, the poetess, and daughter-in-law of the subject of this sketch, of whom likewise it contains some particulars.

Writings of Mr Gray.—Of his elegant and spirited *Essays on the Greek Tragedians*, which appeared in *Blackwood's Magazine*,

Vol. I., mention has been made in CHAP. IV. He published, a Greek Vocabulary, 12mo. ; also "Cona, or the Vale of Clwyd, and other Poems," Edinb. 1816, 12mo. Mr Gray's "Sabbath among the Mountains," a fine specimen of sacred poetry, originated in his meeting the Rev. Dr Chalmers and the Rev. Legh Richmond, on a visit to the Rev. Robert Story, at the Manse of Roseneath, a singularly romantic spot in Dumbartonshire. He describes with much feeling and power, "the happy recollections of a day of rest spent in their society, with all its lovely accompaniments of mountain scenery, rustic worship, and the habits of peasants, whose lot has been so remotely cast from a tumultuous world." His judicious compilation entitled, "Selecta Latine, ex Historicis, Philosophis, et Criticis" was well received. The object of the volume, which soon reached a second edition, was to provide for the advanced forms of our Grammar Schools a more extensive, and, at the same time, a more select course of prose reading than had formerly been accessible to them. Models in every species of prose writing were extracted from Cæsar, Sallust, Livy, Cicero, and Quintilian, calculated alike to form the taste of the young student, and to train his mind to just modes of thinking and manly principles. With the view of facilitating his progress without relaxing his diligence, explanatory Notes and a general Index of Biography, Geography, and Antiquities were added. On that portion of the work, as we had access to know, the Editor devoted very great pains. The biographical part in particular is distinguished by a rich conciseness.

LXXXIV. GEORGE IRVINE, the youngest son of a small farmer, was born in the parish of Kirkpatrick-Fleming in the year 1772. After a regular attendance at the parochial school, he was sufficiently stored with learning to enable him to teach a school at New Abbey. He thence proceeded to the University of Aberdeen, and at the close of his first session at College obtained a tutorship in a family in the Highlands. At the expiration of his engagement he returned to Dumfries-shire. Though quite unknown in Edinburgh, and unpatronised, he competed for a vacant Mastership in Heriot's Hospital, and on the 25th May 1792 he was declared the successful candidate. The manner in which he discharged the duties of his situation procured for him, 16th March 1795,

the post of House-Governor or Head-Master of that important Institution. On the 14th of August 1805, he was chosen one of the Masters of the High School. In the following year he married Miss Jane Younger Thomson, only sister of the late Rev. Dr Andrew Thomson. Mrs Irvine predeceased her husband. Mr Irvine was much respected and beloved by his pupils. He resigned in August 1829, an arrangement having been entered into, by which his successor, Dr Boyd, agreed to pay him a retiring annuity of L.100. He died at Saughpark, near Ecclefechan, July 15, 1834. See CHAP. IV.

LXXXV. AGLIONBY-ROSS CARSON, was elected January 2, 1806. He was promoted to the Rectorship in 1820. See LIST of RECTORS.

LXXXVI. SAMUEL LINDSAY, M.A., a native of South Leith, of which parish his father, Mr Alexander Lindsay, was the respected schoolmaster and session-clerk for thirty years. He commenced his classical education in the High School of Leith, under Mr John Bayne; and he subsequently became a pupil of Dr Adam in this Seminary. He then entered the University of Edinburgh, where he went through a course of literary, theological, and medical study. On the 12th of November 1811, the Governors of George Heriot's Hospital elected Mr Lindsay Classical Master in that Institution. In 1814 he was licensed by the Presbytery of Biggar. In our notice of Mr Ritchie we have mentioned the particulars of the arrangement when Mr Lindsay was chosen, April 15, 1818, to succeed that gentleman. After having ably laboured in the High School for twenty-five years, he resigned, September 7, 1843, on a retiring annuity of L.120, payable, in the first instance, in equal proportions, by Messrs Carmichael and Gunn, who were elected Classical Masters that year; and of which sum it was agreed they should also be proportionally relieved as vacancies occurred in the other Classical Masterships. See CHAP. IV.

Besides the High School Vocabulary, which has been frequently printed, Mr Lindsay published an Abridgement of the Histories of Greece and Rome, adapted to the Idiom of the Latin Tongue. Edinb. 1822, 12mo.

LXXXVII. BENJAMIN MACKAY, M.A., a native of the parish of Halkirk in Caithness. When a young man he taught for three

years in the flourishing school and boarding establishment of Mr John Cooper at Dalmeny, near Queensferry. In 1806 he commenced a classical seminary in Edinburgh; and his eminence as a teacher attracted to him many pupils. The patrons were fortunate in securing Mr Mackay's services for this seminary, having appointed him, August 30, 1820, to the Mastership which Dr Carson's deserved promotion to the Rectorship left vacant. He resigned August 8, 1843. See CHAP. IV. Since his connexion with the High School ceased, Mr Mackay has spent most of his time on the Continent. He is at present resident in Brussels.

Writings of Mr Mackay.—Rudiments of the Latin Language; intended to facilitate the progress of the learner, by retrenching the superfluities, supplying the defects, and rectifying the mistakes of Ruddiman's Rudiments. Edinb. 1812. Of this little work there have been many editions. He also published, Rudiments of the Greek Language. *Ib.* 1820; a Greek and English Vocabulary, comprehending all the most important primitives of the Greek Language. *Ib.* 1825, 2d edit.; Synopsis of the Greek, Latin, and French Languages; consisting of Short Sentences progressively arranged; whereby the three languages may be studied simultaneously, and the principal words and constructions soon acquired, even by young pupils. *Ib.* 1838. Mr Mackay, who has long taken a lively interest in the schools of his native county, has prepared for the Edinburgh Caithness Association a valuable pamphlet on the subject.

LXXXVIII. WILLIAM PYPER, M.A., LL.D., a native of the parish of Rathen, Aberdeenshire. Early in life he was enrolled a student in Marischal College, Aberdeen. Like Thomas Ruddiman, the celebrated grammarian, he commenced his public career as parochial schoolmaster of Laurencekirk, Kincardineshire. This was in the year 1815. He found Dr George Cook, the historian and leader of the church, minister of Laurencekirk, and with that reverend and learned gentleman he had the happiness of forming a friendship which continued during the life of Dr Cook, whose colleague he became in the University of St Andrews. In 1817 Mr Pyper was translated to Maybole in Ayrshire; and from the last-mentioned place, on the 19th September 1820, he was translated to a Classical Mastership in the Grammar School of Glasgow. On the 18th De-

cember 1822, he succeeded Mr James Gray in the Edinburgh Seminary. On being presented to the Chair of Humanity in the University of St Andrews, he resigned this charge, October 22d, 1844, when a gratifying proof of the estimation in which Dr Pyper was held as a man and a teacher was manifested at a meeting of the citizens of Edinburgh, presided over by the Chief Magistrate. See CHAP. IV.

Writings of Dr Pyper.—We have already spoken of Dr Pyper's excellent edition of Adam's Grammar. See APP. p. 64. He superintended the publication of an edition of Horace, of the *Gradus ad Parnassum*, and of Dalzel's *Analecta Græca Minora*. In addition to these, may be mentioned his "Specimens of the British Poets, from Chaucer to the Present Time, for the Use of the High School." Edinb. 1835, 12mo; "Questions on Goldsmith's Roman History; to which are annexed, Brief Notices of the Principal Latin Authors," *Ib.* 1838, 18mo; and the Life of Virgil, in the seventh edition of the *Encyclopædia Britannica*.

LXXXIX. JAMES BOYD, M.A., LL.D., a native of Paisley. He was educated at the Universities of Glasgow and Edinburgh; and licensed by the Presbytery of Dumbarton in May 1822. Three years afterwards he became Head-Master of George Heriot's Hospital; and of the admirable manner in which he performed the delicate and arduous duties of that important charge we have had occasion elsewhere to speak. (See "Memoir of George Heriot," &c., pp. 201-203.) His appointment as one of the Classical Masters in the High School took place August 19, 1829. See Chap. IV. A well executed engraving of the late Thomas Duncan's excellent portrait of Dr Boyd has recently appeared.¹

Writings of Dr Boyd.—1. Adam's Roman Antiquities, with Questions. Glasg. 1834, 12mo. Of this improved edition of the work fifteen editions have already been called for. 2. Potter's Grecian Antiquities, *Ib.* 1837. 3. Anthon's Sallust, with additional Notes and Examination Questions, &c. Lond. 1834. 4.

¹ Mr William Douglas, the engraver of Dr Boyd's portrait, has been equally successful, not only in his drawings of several illustrations for this volume, but in his engraving of the High School, which forms the frontispiece of our little work.

Anthon's Select Orations of Cicero, with additional Notes, *Ib.* 1842. 5. Anthon's Horace, with additional Notes, *Ib.* 1835. 6. Jacobs' Greek Reader, with additional matter, *Ib.* 1844.

XC. WILLIAM-WALKER CARMICHAEL, the fourth son and fifth child of Mr John Carmichael, teacher, who is now connected with the Carron Company, was born at Muirkirk, October 20, 1803. The family having left Ayrshire in the Spring of 1804, and settled at Bainsford in the parish of Falkirk, Mr Carmichael's children received the elements of their education from himself. William, in due time, went to the Grammar School of Falkirk, then taught by Mr Thomas Gibson. He was afterwards educated by his eldest brother Archibald (Dux of the School in 1811. See APP. No. VI.), who became parochial schoolmaster of Crieff in 1817. He accompanied his learned relative to Crieff, with the double view of prosecuting his classical studies under the superintendence of his brother, and of aiding him in the public business of teaching,—a duty for which he was every way qualified from the experience he had previously acquired in his father's school. In 1819 he was recommended to Sir Patrick Murray, Bart., of Ochtertyre, to conduct the education of two of that gentleman's younger sons; and he continued to reside in that family till October 1822, when he entered the Rector's Class of the High School of Edinburgh. "He had been but a very short time a member of the class," says Dr Carson, "when he proved most convincingly that he had been initiated in the Greek and Latin languages with uncommon skill and care, and had availed himself most successfully of the advantages which he had enjoyed. At an early period of the session, he attained the distinction of being one of the first scholars in a class, peculiarly rich in high talents, and continued during the year to make such proficiency, as I have seldom, if ever, seen surpassed." Writing some time afterwards to Mr Carmichael, sen., the Rector observes, "I think it extremely probable, if your son William had returned to my class, that more than one member of your family would have been decorated with the highest honour which the High School can bestow."

Mr Carmichael attended the literary and theological classes in the University of Edinburgh. He was much engaged in private tuition previous to his appointment, in March 1831, to a Mastership in George Watson's Hospital. In that Institu-

tion he remained for two years, when he left Edinburgh to take charge of the Classical department in the Madras College, St Andrews. During the ten years he laboured in that important field, it was universally allowed that he discharged his professional duties with distinguished ability and success. The testimony borne to Mr Carmichael's character by men of all parties was so decided, that he was elected, September 7, 1843, to the vacancy in the High School occasioned by the retirement of Mr Mackay. Subsequent to this he declined the acceptance of more than one lucrative professional appointment. He stood as a candidate for the office of Rector at the close of 1845, when Dr Schmitz was chosen to succeed Dr Carson.

Mr Carmichael was suddenly removed by death, August 30, 1848, at Doune in Perthshire, whither he had gone to spend the vacation. From a well written sketch of his character which appeared in an Edinburgh Journal, we give what follows, as, in our opinion, at once concise and just:—

“Mr Carmichael has long been known as one of the most accomplished classical scholars and successful teachers in the country, and his reputation has been steadily extending. Mr Carmichael's method of teaching was characterized by excellencies of a rare and very high order. It was quiet and unostentatious, and yet remarkably energetic and successful. His devotedness to the interests of his pupils was unwearied, and he was careful to attend to their religious and moral training, as well as to their acquirement of classical knowledge. He had an utter aversion to every thing like superficial display; and the multitudes who have witnessed the annual examinations of his classes, can bear testimony to the minute and thorough acquaintance which his pupils possessed with the principles of the Greek and Latin languages. He, on principle, avoided every engagement which had a tendency to unfit him for the efficient discharge of the duties of his situation. He was a person of sterling integrity and uprightness, and under a quiet, and to strangers a somewhat reserved, demeanour, he concealed great kindness of disposition and warmth of affection. The death of such a man, in the midst of his years and usefulness, must be regarded as a great public loss, and creates a blank which it will be no easy matter to supply.” Mr Carmichael has left a widow, two sons, and a daughter.

XCI. WILLIAM MAXWELL GUNN, was born at Redding, in the parish of Polmont. In 1823 he carried off the gold medal in the Rector's Class (See List of Medallists, APP. No. VIII.) He was the first Rector of the Edinburgh Southern Academy, and opened that Institution, which is still flourishing, October 1, 1829. In March 1838 he was chosen Rector of Haddington Burgh Schools; and on the 7th September 1843, he succeeded Mr Samuel Lindsay in the High School.

Writings of Mr Gunn.—1. Hints on the Study of Biblical Criticism in Scotland. Edinb. 1838, 8vo. 2. Religion in connexion with a National System of Instruction: their union advocated, the arguments of Non-Religionists considered, and a system proposed. *Ib.* 1840. 12mo. He has edited, 3. The First Five Books of Livy, with English Notes, and Index of Proper Names. 2d edit. *Ib.* 1843, 12mo. 4. Select Orations and Writings of Cicero, with English Notes. 2d edit. *Ib.* 1848. 5. Select Works of Robert Rollock, First Principal of the University of Edinburgh. For the Wodrow Society. 2 vols. *Ib.* 1844-48, 8vo. 6. Rudiments of the Latin Language; for the use of the High School of Edinburgh. *Ib.* 1847, 12mo. 7. Virgil, with an Introductory Memoir, and Notes. *Ib.* 1848, 12mo. (For Chambers' Educational Course. See APP. p. 81.) Mr Gunn is a contributor to Smith's Dictionary of Greek and Roman Biography and Mythology, and to the Classical Museum.

XCII. JOHN MACMILLAN, M.A., was born at Buyerflat near Waterside, parish of Keir, Dumfries-shire. He received his early education at the parochial school, Keirmill; but before entering college, in 1820, he was some time a pupil of the Grammar School of Dumfries. He then attended a regular course of literature and theology at the University of Edinburgh. From May 1821 till September 1823 he taught a school near Druidhall, on the confines of Penpont and Durrisdeer; and subsequently acted for about eighteen months as principal assistant in a large Boarding Establishment at York. On the 10th of March 1827, Mr Macmillan, while tutor in a family in East Lothian, was appointed, after a comparative trial, resident English Master in George Watson's Hospital; and in November following, was promoted to the Classical Mastership, which he filled for upwards of three years. He was elected, January 24, 1831, Rector of the

Grammar School of Dumfries, the duties of which office he discharged until August 1837,—having, on the 20th April preceding, been chosen one of the Classical Masters of the High School of Glasgow, in the room of Dr Lorrain, resigned. While in that seminary, Mr Macmillan was elected, November 1, 1844, as the successor of Dr Pyper in this School.

XCIII. JOHN CARMICHAEL, born at Inverness, whilst his father (already spoken of as the eminent parochial schoolmaster of Crieff. See APP. p. 111) was teacher of Latin and Greek in the Royal Academy of that town. Mr John Carmichael, who distinguished himself both at the Edinburgh Academy, and the University, was elected on the 26th September 1848, to succeed his uncle in this seminary.

3. ORDER OF SUCCESSION OF THE CLASSICAL TEACHERS IN THEIR RESPECTIVE CLASSES.

*Rectors.*¹—26.

	Years.
1519 David Vocat,	5 R
1524 Henry Henryson, M.A., joint,	6 R
1530 Adam Melville, M.A.,	15 D
1545 Sir John Allan,	1 R
1546 William Robertoun,	38 R
1568 Thomas Buchanan, M.A., joint,	3 R
1584 Hercules Rollock, M.A.,	11 <i>Dep.</i>
1596 Alexander Hume or Home, M.A.,	10 T
1606 John Ray, M.A.,	24 D
1630 Thomas Crawford, M.A.,	10 T
1641 William Spence, M.A.,	9 D
1650 Hew Wallace, M.A.,	6 D

¹ The figures before each teacher's name mark the commencement, and those after it the years of his service in the High School. *R* denotes that he resigned; *T* was translated to some other professional appointment; *Dep.* was deposed; *D* died in office.

	Years.	
1656 John Muir, M.A.,	3	D
1660 John Hume, M.A.,	5	D
1665 David Ferguson, M.A.,	4	D
1669 Andrew Rutherford, M.A.,	3	D
1672 Alexander Heriot, M.A.,	7	Dep.
1679 Alexander Guillone or Guillane, M.A.,	1	D
1680 William Skene, M.A.,	27	D
1717 George Arbuthnot, M.A.,	18	R
1735 John Lees, M.A.,	23	R
1759 Alexander Matheson, M.A.,	9	R
1768 Alexander Adam, LL.D., joint,	41½	D
1810 James Pillans, M.A.,	10½	T
1820 Aglionby-Ross Carson, LL.D.,	25	R
1845 LEONHARD SCHMITZ, PH. D.		

*Doctors or Classical Masters.¹**First Class.—24.*

1588 George Hastie,	8	R
1596 Laurence Peacock,	20	D
1625 William Spang,	7	T
1630 Archibald Newton,	4	T
1634 John Bowie,	4	R
1638 John Langlands,	3	D
1641 Francis Cockburn,	25	D
1666 Alexander Burton, M.A.,	10	R
1676 James Scott,	6	D
1682 John Ford,	3	R
1685 Duncan Whyte,	<i>Six months</i>	R
1685 John Fullarton,	1	R
1686 Thomas Darling,	12	R

¹ The reader is here reminded, that the teachers are all on a footing of equality; that one of the four Masters in rotation opens the First or elementary class in October yearly; and that he carries forward the same pupils during four sessions, when they are transferred to the Rector.

	Years.	
1698 John Maitland,	15	D
1713 John Ker,	5	T
1718 Alexander Findlater,	17	D
1735 John Love,	4	T
1739 James Anderson,	13	T
1752 Robert Farquhar,	20	R
1772 William Cruickshank,	23	D
1795 James Crie,	6	T
1801 James Gray,	21	T
1822 William Pyper, M.A., LL.D.,	22	T
1844 JOHN MACMILLAN, M.A.		

Second Class.—19.

1596 Patrick Hislop,	1	R
1597 John Balfour,	1	R
1598 Robert Steven,	9	T
1607 John Trueshill,	10	D
1617 James Logan,	3	R
1620 Archibald Douglas,	12	R
1632 James Adamson,	2	R
1634 James Elliot,	12	R
1646 John Whytlaw,	24	R
1681 George Burnet, joint,	1	R
1682 John Johnstone,	27	R
1709 Thomas Watt, M.A.,	1	R
1710 William Haldan,	7	D
1717 Robert Spence,	25	D
1742 James Barclay, M.A.,	8	T
1750 John Gilchrist,	16	D
1766 Luke Fraser,	39	R
1805 George Irvine,	24	R
1829 JAMES BOYD, M.A., LL.D.		

Third Class.—29.

1596 George Kirkwood,	3	R
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	Years.	
1619 Thomas Lawson,	3	R
1622 Robert Fairlie,	5	R
1627 James Hodge,	3	R
1630 David Bishop,	10	R
1640 Roger Lowrie,	5	D
1645 John Forrester,	2	R
1647 Robert Livingstone,	2	R
1649 James Ritchie,	5	D
1654 James Brown,	11	Dep.
1665 John Vernor,	2	R
1667 Robert Jack or Jackson,	1	D
1678 James Scott,	1	Dep.
1679 Robert Blaw,	5	Dep.
1685 Thomas Tait,	3	R
1688 Andrew Skene,	2	R
1690 William Mure,	2	R
1694 John Goodall,	3	T
1697 Patrick Middleton,	5	Dep.
1702 John Johnstone, Jun.,	2	R
1704 Hugh Crawford,	6	R
1710 James Tate or Tait,	9	R
1719 James Gibb,	40	R
1759 James French,	27	R
1786 Alexander Christison,	20	T
1806 Aglionby R. Carson,	14	T
1820 Benjamin Mackay, M.A.,	23	R
1843 William W. Carmichael,	5	D
1848 JOHN CARMICHAEL.		

Fourth Class.—21.

1614 Alexander Read,	5	D
1619 David Will,	19	D
1638 James Carnmure,	4	T
1642 Thomas Pillans,	7	R
1649 Samuel MacCorne,	18	D
1668 James Anderson,	11	D

	Years.	
1679 Alexander Forsyth,	13	D
1692 James Anderson,	3	R
1695 John Anderson,	3	R
1698 John Arroll,	12	R
1710 George Arbuthnot,	6	T
1716 James Paterson,	7	D
1722 James Wingate,	9	D
1731 John Lees,	4	T
1735 William Creech,	4	D
1739 John Rae,	20	R
1759 Alexander Bartlet,	14	D
1774 William Nicol,	21	R
1795 William Ritchie,	23	R
1818 Samuel Lindsay, M.A.,	25	R
1843 WILLIAM M. GUNN.		

4. *Teachers of the French Language.*

I. FRANÇOIS SENEBIER, teacher in Aberdeen. Elected September 26, 1834. Res. November 9, 1835. At present French Master in the Edinburgh Academy, and in the Scottish Naval and Military Academy.

II. VICTOR DE FIVAS, chosen December 15, 1835.

Writings of M. De Fivas.—1. Introduction to the French Language, 5th edit. 1848. 2. Modern Guide to French Conversation, 3d edit. 1848. 3. Beautés des Ecrivains Ancien et Moderne, prose et poésie, 3d edit. 1848. 4. Grammar of French Grammars, 9th edit. 1848.

5. *Teacher of the German Language.*

CARL-EDUARD AUE, Ph. D., elected August 12, 1845.

Dr Aue has published "A Grammar of the German Language, being a practical application of Becker's System." Leipsic, 1847, 12mo.

6. *Teachers of Writing and Book-keeping.*—20.

I. WILLIAM MURDO OR MURDOCH, appointed February 8, 1593.
See CHAP. I.

II. ALEXANDER FLEMING, elected December 27, 1594.

III. DAVID KING, elected in the year 1605. Res. January 28, 1618.

IV. DAVID BROWN, elected January 28, 1618. He resigned in December 1619. A portion of Brown's correspondence with the Chief Magistrate has been preserved in the City Chambers. The reasons which moved him to leave the school,—from which he too frequently absented himself—he has given in one of his communications :—"I had two yeeres experience," says he, "that the same was not able to sustaine any honest man (I meane that hes a great familie as I have), for it will be skersly a hundreth pounds Scottis a year, do what a man can, except he wold be instant both in craveing and persueing, as some heer uses to do." According to Brown's statement, many of his employers paid him "for one quarter or two, but litle or nothing for the third and fourt; and so," adds he, "I hade no gaine there, in respect of my paines and onwaitting, but greefe and displeasure, as my face outwardly declaired before I left it. Your Lordshipe ordained at my admisione, in the presence of the Maister, that none learning thair grammer in the said scoole sould go furth thereof to other scooles at my ordinar houre of Writing, bot be taught within the same, haveing bothe als good occasion offered, als good chaip [a bargain], and better appointed, than elsewhere. Which ordinance, so long as it wes kepted, I tyred not, becaus, indeid, I got sufficient employment, partelie by it, and partelie by my owne scoole beside: but so soone as it wes brokin (though against the Maister's will), and the children dispersing through all the scooles of this burg, under colour of going to Musick scooles, it so redounded to my skaith, that I wes not able to beare out the fine charge, or els I hade not left it." He had been unsuccessful in an application which he made to the Town Council, begging that they would give a fixed salary to the Writing Master, and also prevent "the boyes going astray to other places." He says, "the maist that any burges gave me, to teache his bairne a

quarter of a yeer wes bot twelf schilling Scottis [1s. sterling], and perhaps twenty reprooves either with the same, or as we chanced to meitt, though I did quhat lay in me not to deserve ane, bot a better reward. Indeed, I remember of one that used to give me two twelfpences very thankfullie, and never reproved me." Judging from the document from which we have been quoting, Brown did not entertain the highest opinion of the professional abilities of his brethren in the same line then following their vocation in Edinburgh. He had determined to have specimens of his penmanship published. To this he alludes in what follows :—"I wes mynded to go to London to caus print a booke; becaus there is no irones for letters of write heer, and to get a priviledge thair of, that none sall sell them bot myself for certane yeeres. And becaus these things could not be done without great chairges, I behoved to tak me to the most appeerand advantage in another parte, since there be many of my calling here to prejudge me of my prices; and everie ane hes thair own factioun, how sober soever their gifts be; and now, becaus I have obtened the said priviledge of his Majestie, I am exeemed of my travell, and if it can be gottin done at hame I will neither go, nor send it a feild." Of Brown's future movements, and the success which attended his speculations as an author, we have no means of knowing.

V. NEIL ARTHUR, elected shortly after Brown's retirement.

VI. MATTHEW SHANKS, elected October 25, 1648.

VII. JOHN BAXTER, elected November 30, 1659.

VIII. ANTHONY HERRIES, elected June 26, 1678.

IX. JAMES ALEXANDER, elected May 17, 1704.

X. ROBERT GODSKIRK, elected October 29, 1707.

XI. JOHN MACLURE, elected October 7, 1737. Left the School in 1777. See CHAP. III.

XII. EDMOND BUTTERWORTH, who had been Writing Master in the Dumfries Academy from the 1st March 1773, was elected August 23, 1780. Res. August 1793. Died August 2, 1814.

XIII. GEORGE PATON, joint, elected November 10, 1790. Deposed August 26, 1795. Died June 25, 1839.

XIV. DUGALD MASTERTON, elected August 26, 1795. See CHAP. III.

XV. ALLAN MASTERTON, elected August 26, 1795. Died in 1799. See CHAP. III.

XVI. DUGALD MASTERTON, elected August 26, 1795. Died September 1800.

XVII. ALLAN DOW, (nephew of Allan Masterton), Writing Master in Edinburgh, elected October 8, 1800. Died May 1802.

XVIII. ANDREW McKEAN, elected June 16, 1802. Mr John Syme's excellent likeness of Mr McKean was engraved in 1824 with great fidelity by Mr Thomas Hodgetts of London. Died November 11, 1828. See CHAP. IV.

XIX. ALEXANDER McKEAN, (son of the preceding), elected December 24, 1828. Res. January 17, 1837. He is now an actuary in London.

XX. WILLIAM COOPER, elected February 7, 1837.

7. *Teachers of Arithmetic and Mathematics.*

I. WALTER NICHOL, M.A., LL.D., at one time Arithmetical and Mathematical Master in George Heriot's Hospital, was elected December 24, 1828. See CHAP. IV. Res. August 12, 1829. Dr Nichol is at present a teacher of Mathematics, &c., in Edinburgh.

II. GEORGE LEES, M.A., elected September 9, 1829. Res. September 3, 1834. He is at present Lecturer in the School of Arts, and Teacher of Mathematics in the Scottish Naval and Military Academy.

Writings of Mr Lees.—1. Elements of Arithmetic, Algebra, and Geometry, for the use of the Students in the Edinburgh School of Arts. Edinb. 1826. 2. Catechism of Natural Philosophy, in 2 Parts. *Ib.* 1842, 18mo. 3. Elements of Fractional Arithmetic, being Introductory to the Study of Mathematics. *Ib.* 1842. 4. An edition of Comstock's Natural Philosophy. Lond. 1845.

III. WILLIAM MOFFAT, M.A., Arithmetical and Mathematical Master in George Heriot's Hospital, was elected October 7, 1834.

8. *Teachers of Gymnastics and Fencing.*

I. GEORGE ROLAND, elected October 17, 1843. See CHAP. IV.

II. GEORGE ROLAND, Junior, elected October 17, 1843.

No. VII.

*Abstract of the Annual Enrolment of Scholars in the High School,
from the year 1738 to 1848.*

THE subjoined Abstract has been prepared almost exclusively from the records preserved in the High School. A General Matriculation Register, alphabetically arranged, was not commenced till 1827, previous to which year each Master enrolled,—though not so regularly as could have been wished,—in a common Register, the names of his pupils who had subscribed to the Library. But even in the early period, when such a subscription was not compulsory, there were few who did not contribute. In some cases unfortunately, neither the names nor the number of the pupils of certain Masters can be given. We shall first state, so far as is practicable, the number in each Master's class from 1738 to the end of last century; and then the aggregate attendance at all the classes from 1801 to the present time.

<i>Session, 1738-9.</i>				<i>Session, 1739-40.</i>			
Teachers.	No of Pupils.			Teachers.	No. of Pupils.		
Lees, <i>Rector</i> ,	.	.	34	Lees, <i>R.</i> ,	.	.	24
Love,	58	Anderson, . . . .	.	.	23
Rae,	26	Rae, . . . .	.	.	26
Spence, ¹		Spence, . . . .	.	.
Gibb, ²		Gibb, . . . .	.	.

¹ The number of Mr Spence's pupils is not recorded. He was succeeded in 1742 by Mr Barclay.

² Mr Gibb never enrolled his pupils' names in the school-register; but on his resignation in 1759, Mr French, his successor, found nine boys in the class.

Sess. 1740-1.

Teachers.	No. of Pupils.
Lees, R.,	30
Rae,	25
Anderson,	18
Spence,	
Gibb,	

Sess. 1745-6, continued.

Teachers.	No. of Pupils.
Barclay,	40
Anderson,	36
Rae,	23
Gibb,	

Sess. 1741-2.

Lees, R.,	16
Barclay,	33
Anderson,	18
Rae,	18
Spence,	
Gibb,	

Sess. 1746-7.

Lees, R.,	44
Rae,	35
Anderson,	28
Barclay,	31
Gibb,	

Sess. 1742-3.

Lees, R.,	26
Rae,	26
Anderson,	21
Barclay,	29
Gibb,	

Sess. 1747-8.

Lees, R.,	20
Rae,	32
Anderson,	27
Barclay,	20
Gibb,	

Sess. 1743-4.

Lees, R.,	18
Rae,	23
Anderson,	30
Barclay,	32
Gibb,	

Sess. 1748-9.

Lees, R.,	27
Barclay,	20
Anderson,	34
Rae,	25
Gibb,	

Sess. 1744-5.

Lees, R.,	23
Anderson,	28
Rae,	25
Barclay,	26
Gibb,	

Sess. 1749-50.

Lees, R.,	31
Barclay,	39
Rae,	18
Anderson,	36
Gibb,	

Sess. 1750-1.

Lees, R.,	31
Anderson,	39
Gilchrist,	36

Sess. 1745-6.

Lees, R.,	32
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<i>Sess. 1750-1, continued.</i>		<i>Sess. 1756-7.</i>	
Teachers.	No. of Pupils.	Teachers	No. of Pupils.
Rae,	30	Lees, R.,	36
Gibb,		Farquhar,	54
		Gilchrist,	30
		Rae,	33
<i>Sess. 1751-2.</i>		Gibb,	
Lees, R.,	26		
Farquhar,	36	<i>Sess. 1757-8.</i>	
Gilchrist,	33	Lees, R.,	36
Rae,	40	Rae,	26
Gibb,		Farquhar,	24
<i>Sess. 1752-3.</i>		Gilchrist,	35
Lees, R.,	34	Gibb,	
Farquhar,	51		
Gilchrist,	39	<i>Sess. 1758-9.</i>	
Rae,	24	Matheson, R.,	25
Gibb,		Farquhar,	24
<i>Sess. 1753-4.</i>		French,	9
Lees, R.,	39	Gilchrist,	27
Farquhar,	30	Bartlet,	32
Gilchrist,	26		
Rae,	36	<i>Sess. 1759-60.</i>	
Gibb,		Matheson, R.,	17
<i>Sess. 1754-5.</i>		Farquhar,	28
Lees, R.,	44	Gilchrist,	34
Farquhar,	25	Bartlet,	43
Gilchrist,	38	French,	29
Rae,	55		
Gibb,		<i>Sess. 1760-1.</i>	
<i>Sess. 1755-6.</i>		Matheson, R.,	31
Lees, R.,	28	Gilchrist,	30
Farquhar,	26	Bartlet,	39
Rae,	44	French,	37
Gilchrist,	33	Farquhar,	21
Gibb,			
		<i>Sess. 1761-2.</i>	
		Matheson, R.,	41
		Bartlet,	27

Sess. 1761-2, continued.

Teachers.	No. of Pupils.
French, . . .	31
Farquhar, . . .	13
Gilchrist, . . .	46

Sess. 1766-7, continued.

Teachers.	No. of Pupils.
Fraser, . . .	27
Bartlet, . . .	40

Sess. 1762-3.

Matheson, R., . . .	51
French, . . .	37
Farquhar, . . .	20
Gilchrist, . . .	45
Bartlet, . . .	35

Sess. 1767-8.

Matheson, R., . . .	46
Farquhar, . . .	21
Fraser, . . .	44
Bartlet, . . .	33
French, . . .	46

Sess. 1763-4.

Matheson, R., . . .	51
Farquhar, . . .	25
Gilchrist, . . .	47
Bartlet, . . .	38
French, . . .	39

Sess. 1768-9.

Adam, R., . . .	52
Fraser, . . .	49
Bartlet, . . .	32
French, . . .	52
Farquhar, . . .	37

Sess. 1764-5.

Matheson, R., . . .	28
Gilchrist, . . .	38
Bartlet, . . .	32
French, . . .	33
Farquhar, . . .	28

Sess. 1769-70.

Adam, R., . . .	83
Bartlet, . . .	43
French, . . .	69
Farquhar, . . .	44
Fraser, . . .	77

Sess. 1765-6.

Matheson, R., . . .	36
Bartlet, . . .	32
French, . . .	38
Farquhar, . . .	24
Gilchrist, . . .	50

Sess. 1770-1.

Adam, R., . . .	60
French, . . .	69
Farquhar, . . .	49
Fraser, . . .	78
Bartlet, . . .	62

Sess. 1771-2.

Adam, R., . . .	90
Fraser, . . .	71
Farquhar, . . .	48
Bartlet, . . .	55
French, . . .	82

Sess. 1766-7.

Matheson, R., . . .	25
French, . . .	44
Farquhar, . . .	20

Sess. 1772-3.

Teachers.	No. of Pupils.
Adam, R., . . .	79
Fraser, . . .	79
Bartlet, . . .	52
French, . . .	73
Cruickshank, . . .	70

Sess. 1778-9, continued.

Teachers.	No. of Pupils.
French, . . .	66
Cruickshank, . . .	74
Fraser, . . .	76

Sess. 1779-80.

<i>Sess. 1773-4.</i>		<i>Sess. 1779-80.</i>	
Adam, R., . . .	83	Adam, R., . . .	111
Nicol, . . .	40	French, . . .	69
French, . . .	79	Cruickshank, . . .	66
Cruickshank, . . .	74	Fraser, . . .	87
Fraser, . . .	81	Nicol, . . .	69

Sess. 1780-1.

<i>Sess. 1774-5.</i>		<i>Sess. 1780-1.</i>	
Adam, R., . . .	73	Adam, R., . . .	95
French, . . .	74	Cruickshank, . . .	66
Cruickshank, . . .	76	Fraser, . . .	91
Fraser, . . .	83	Nicol, . . .	103
Nicol, . . .	79	French, . . .	71

Sess. 1781-2.

<i>Sess. 1776-7.</i>		<i>Sess. 1781-2.</i>	
Adam, R., . . .	105	Adam, R., . . .	95
Cruickshank, . . .	69	Fraser, . . .	94
Fraser, . . .	82	Nicol, . . .	101
Nicol, . . .	78	French, . . .	86
French, . . .	60	Cruickshank, . . .	94

Sess. 1782-3.

<i>Sess. 1777-8.</i>		<i>Sess. 1782-3.</i>	
Adam, R., . . .	102	Adam, R., . . .	106
Fraser, . . .	84	Nicol, . . .	92
Cruickshank, . . .	80	French, . . .	94
French, . . .	62	Cruickshank, . . .	103
Nicol, . . .	76	Fraser, . . .	115

Sess. 1783-4.

<i>Sess. 1778-9.</i>		<i>Sess. 1783-4.</i>	
Adam, R., . . .	96	Adam, R., . . .	124
Nicol, . . .	73	French, . . .	85
		Cruickshank, . . .	99

<i>Sess. 1783-4, continued.</i>		<i>Sess. 1789-90.</i>	
Teachers.	No. of Pupils.	Teachers.	No. of Pupils.
Fraser, . . .	124	Adam, R., . . .	115
Nicol, . . .	73	Fraser, . . .	106
		Nicol, . . .	66
		Christison, . . .	96
		Cruickshank, . . .	51
<i>Sess. 1784-5.</i>		<i>Sess. 1790-1.</i>	
Adam, R., . . .	125	Adam, R., . . .	114
Cruickshank, . . .	89	Nicol, . . .	60
Fraser, . . .	122	Christison, . . .	95
Nicol, . . .	83	Cruickshank, . . .	62
French, . . .	99	Fraser, . . .	82
<i>Sess. 1785-6.</i>		<i>Sess. 1791-2.</i>	
Adam, R., . . .	118	Adam, R., . . .	94
Fraser, . . .	114	Fraser, . . .	88
Nicol, . . .	86	Christison, . . .	89
French, . . .	98	Cruickshank, . . .	60
Cruickshank, . . .	94	Nicol, . . .	80
<i>Sess. 1786-7.</i>		<i>Sess. 1792-3.</i>	
Adam, R., . . .	142	Adam, R., . . .	113
French, . . .	94	Cruickshank, . . .	51
Cruickshank, . . .	107	Fraser, . . .	74
Fraser, . . .	125	Christison, . . .	85
Nicol, . . .	85	Nicol, . . .	90
<i>Sess. 1787-8.</i>		<i>Sess. 1793-4.</i>	
Adam, R., . . .	122	Adam, R., . . .	89
Christison, . . .	88	Fraser, . . .	75
Cruickshank, . . .	100	Nicol, . . .	78
Fraser, . . .	122	Christison, . . .	89
Nicol, . . .	65	Cruickshank, . . .	64
<i>Sess. 1788-9.</i>		<i>Sess. 1794-5.</i>	
Adam, R., . . .	106	Adam, R., . . .	85
Cruickshank, . . .	87	Nicol, . . .	67
Fraser, . . .	110		
Nicol, . . .	81		
Christison, . . .	97		

Sess. 1794-5, continued.

Teachers.	No. of Pupils.
Christison, . . .	94
Cruickshank, . . .	68
Fraser, . . .	96

Sess. 1799-1800, continued.

Teachers.	No. of Pupils.
Christison, . . .	109
Cririe, . . .	80

Sess. 1800-1.

<i>Sess. 1795-6.</i>		<i>Adam, R.,</i>	
Adam, R., . . .	83	Fraser, . . .	81
Christison, . . .	94	Christison, . . .	143
Cririe, . . .	62	Ritchie, . . .	69
Fraser, . . .	100	Cririe, . . .	80
Nicol, . . .	49	<i>Sessions.</i>	
<i>Sess. 1796-7.</i>		1801-2, . . .	474
		1802-3, . . .	464
		1803-4, . . .	576
Adam, R., . . .	89	1804-5, . . .	515
Cririe, . . .	69	1805-6, . . .	508
Fraser, . . .	97	1806-7, . . .	601
Ritchie, . . .	50	1807-8, . . .	595
Christison, . . .	129	1808-9, . . .	630
<i>Sess. 1797-8.</i>		1809-10, . . .	632
Adam, R., . . .	102	1810-1, . . .	619
Fraser, . . .	97	1811-2, . . .	659
Ritchie, . . .	53	1812-3, . . .	674
Cririe, . . .	110	1813-4, . . .	696
Christison, . . .	105	1814-5, . . .	709
<i>Sess. 1798-9.</i>		1815-6, . . .	801
Adam, R., . . .	125	1816-7, . . .	857
Ritchie, . . .	46	1817-8, . . .	846
Fraser, . . .	87	1818-9, . . .	861
Cririe, . . .	80	1819-20, . . .	882
Christison, . . .	109	1820-1, . . .	890
<i>Sess. 1799-1800.</i>		1821-2, . . .	785
Adam, R., . . .	101	1822-3, . . .	694
Fraser, . . .	90	1823-4, . . .	686
Ritchie, . . .	109	1824-5, . . .	604
		1825-6, . . .	605
		1826-7, . . .	601
		1827-8, . . .	650

Sessions.	No. of Pupils.	Sessions.	No. of Pupils.
1828-9, . . .	703	1838-9, . . .	359
1829-30, . . .	739	1839-40, . . .	434
1830-1, . . .	706	1840-1, . . .	423
1831-2, . . .	578	1841-2, . . .	381
1832-3, . . .	560	1842-3, . . .	340
1833-4, . . .	476	1843-4, . . .	369
1834-5, . . .	380	1844-5, . . .	424
1835-6, . . .	366	1845-6, . . .	462
1836-7, . . .	371	1846-7, . . .	464
1837-8, . . .	373	1847-8, . . .	463

* We rejoice to learn, whilst' this sheet is passing through the press, that the High School promises to be well attended during the Session 1848-9.

No. VIII.

CHRONOLOGICAL LIST OF THE MEDALLISTS OR DUXES.¹

Rector's Class.

ALEXANDER ADAM, LL.D., *Rector.*

THE head-boy or dux of the school at the annual examination, till nearly the close of last century, usually received from the City as a prize, a copy of the best edition of one of the classics. The first portion of this article contains a list, so far as we have been able to give it in unbroken continuity, of the head-boys previous to 1794, when the gold medal was first awarded. We would have been glad to give, had it been in our power, a more complete list. This may be done in a second edition, through the friendly aid of those cognizant of the facts; and their corrections or additions, if forwarded to our Publishers, will be gratefully received. *Alexander Tytler* (afterwards Lord Woodhouselee) was

¹ This formation of the plural of *dux*, though perhaps colloquially peculiar to Scotland, we have retained in preference to *duces*.

dux of the Rector's Class in 1762: he died January 5, 1814. *William Fraser, Minor*, dux in 1766, became a Seal Engraver, and a noted amateur collector of scarce books: he died March 5, 1829, aged 76.

1. *Duces from the year 1776 to 1793.*

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|------|--|--|
| 1776 | DAVID MILLER. | Masters. ¹
BARTLET, NICOL. |
| | Teacher of Languages, &c., Edinburgh.
Died March 13, 1816, aged 55. | |
| 1777 | CHARLES HOPE. ² | |
| | Lord President of the Court of Session
in Scotland, from 1811 to 1841. A Privy
Councillor. | |
| 1778 | JOHN BANANTINE. | CRUICKSHANK. |
| | A pupil of Heriot's Hospital. Died early
while a student at the Univ. | |
| 1779 | ROBERT DICK. | FRASER. |
| | Died September 16, 1784, aged 19. | |

¹ The name of the Classical Master or Masters in the *High School* under whom the Dux studied, immediately before entering the Rector's Class.

² On lately applying to the Right Hon. Charles Hope, who carried off the highest honours of the school in 1777, that eminent and venerable individual kindly communicated the following particulars, which cannot be perused without interest:—"Before I went to the Rector's Class of the High School, I was about six years at a Boarding School at Enfield, near London, kept by the Rev. Andrew Kinross, a Scotchman, and a minister of the Episcopal Church, under whom also—which is singular—my father was educated. I was not dux of the Rector's Class of the High School the first year I was in it. I was only third; the dux that year (1776) was a very remarkable boy, *David Miller*, stone blind, having lost his sight by the small-pox when he was quite an infant. He afterwards married, and supported his wife and family creditably by teaching privately, not only Greek and Latin, but also Music, and, what was more extraordinary, *Mathematics*. The 2d dux was a boy of the name of Bartlet who died very young, and whose father had been formerly one of the Masters of the High School; and, as already mentioned, I was third."

- 1780 **ANDREW STORIE.** Masters.
Writer to H. M. Signet, 1794. NICOL.
- 1781 **JAMES BROWN.** FRENCH.
Shortly after quitting the school he sailed for India, but he never landed—the vessel in which he went passenger having taken fire and exploded in Madras Roads.
- 1782 **ARTHUR FORREST.** CRUICKSHANK.
Bred to the legal profession. Died March 3, 1818.
- 1783 **JAMES BUCHAN.** FRASER.
An eminent Army Physician, served in Egypt and the Peninsula. Died February 12, 1834.
- 1784 **JOSHUA-MIDDLETON CLOWES.**
From England.
- 1785 **WILLIAM FORBES.** NICOL.
Afterwards 7th Baronet of Pitsligo, Banker, Edinburgh. Died October 24, 1828.
- 1786 **JOHN WAUGH.** CRUICKSHANK.
Bookseller and Publisher, Edinburgh; and repeatedly one of the Magistrates of the City. Now resident at Sydney, New South Wales.
- 1787 **THOMAS-ERSKINE SUTHERLAND.** FRASER.
A pupil of Heriot's Hospital. Merchant, Edinburgh. Died December 28, 1826.
- 1788 **CHARLES CUNNINGHAM.** NICOL.
Writer to H. M. Signet, 1808; and one of the City Clerks of Edinburgh.

1789 GEORGE ROSS.

Masters.
CHRISTISON.

Called to the Scottish Bar in 1797.

1790 PATRICK WISHART.

CRUTCHSHANK.

Writer to H. M. Signet, 1802. Died
Nov. 26, 1831.

1791 HENRY-PETER BROUGHAM.

FRASER.

Now Baron Brougham and Vaux. Lord
Chancellor of England from 1830 to
1834.

"Lord Brougham only attended a month or two of his first year at the Rector's Class, viz. October and November 1789. During the rest of that session he was absent through illness, as the books state. But he returned in October 1790, and remained till August 1791, when he left it, being dux of the year at the public examination. Mr Horner was in the class that year, 1791, and remained in 1792, when he also left it as dux."—(Extract from a communication with which Lord Brougham recently honoured the author.)

1792 FRANCIS HORNER.¹

NICOL.

M.P. for St Mawes. After a brief but brilliant parliamentary career, Mr Horner died February 8th, 1817. A marble statue by Chantrey, has been placed in Westminster Abbey; on the pedestal of which the following inscription, from the pen

¹ See "Memoir and Correspondence of Francis Horner, M.P., Edited by his brother, Leonard Horner, Esq., F.R.S. Lond. 1843, 2 vols. 8vo.

of Lord Morpeth, the late Earl of Carlisle, is
inscribed :—

To the Memory of
FRANCIS HORNER,
Who, by the union of great and various acquirements,
With inflexible integrity and unwearied devotion
To the interests of the country,
Raised himself to an eminent station in society,
And was justly considered to be one of the
Most distinguished members of the House of Commons.
He was born at Edinburgh in 1778,
Was called to the Bar, both of England and Scotland,
And closed his short but useful life at Pisa in 1817.
His death was deeply felt
And publicly deplored in Parliament.
His affectionate friends and sincere admirers,
Anxious that some memorial should exist
Of merits universally acknowledged,
Of expectations which a premature death
Could alone have frustrated, erected this Monument,
A. D. 1823.

1793 ALEXANDER SCOTT.

CHRISTISON.

Rector of Bootle and Whicham. Died
at Bootle, Cumberland, Sept. 30, 1847,
aged 68.

2. *Murray (now Macgregor) Medallists for LATIN.*

* When a star precedes the name of a Dux, it denotes that he
carried off more than one medal at the School. The appoint-
ments which he afterwards occupied or still fills are then briefly
enumerated.

1794 WILLIAM TAYLOR.

Masters.
CRUICKSHANK.

M.P. for Barnstaple in Devonshire,
from 1807 to 1812. Resident in Bel-
gium.

1795¹ JOHN-HENRY WISHART.

Surgeon to the King for Scotland, and an eminent Oculist. Died June 9, 1834, aged fifty-three years.

Masters.
FRASER.

1796 ARCHIBALD-JERDON CAVERHILL.

Of Bonjedward in the County of Roxburgh. Died November 12, 1842.

NICOL.

1797 ALEXANDER AIKMAN.

Of Birnam Wood and Wallenford in St George's Parish, Jamaica. Proprietor and Editor of the Jamaica Royal Gazette, and Printer to the Honourable House of Assembly. Died April 11, 1831.

CHRISTISON.

1798 THOMAS WALKER.

Educated by Mr Thomas Girdwood, at the parish school of Polmont, before entering the Rector's Class. Physician to the British Embassy at St Petersburg from 1815 to 1831. Dr Walker (of Polmont Bank, Stirlingshire), who is Physician to the Forces, now resides in London.

1799 ROBERT-PATERSON ROLLO.

Called to the Scottish Bar in 1808.

FRASER.

1800 SAMUEL M'CORMICK.

Previously educated by Mr William Laing, M.A., father of Major A. G. Laing, the African traveller. Mr Laing was the first who opened an academy for classical

¹ A silver medal was given in 1795 by Mr Cririe, Master of the *third* class, to JAMES SINCLAIR, awarded to him, as the most deserving, by the votes of his fellow scholars.

Masters.

education in the New Town of Edinburgh; and where, as one of the most popular teachers of his day, he laboured for thirty-two years.

Mr McCormick is the only pupil who gained this gold medal at the close of the *first* year's attendance at the Rector's Class. He became Sheriff-Depute of the County of Bute, and died June 4, 1834.

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|------|--|-------------|
| 1801 | SIR GEORGE CLERK OF PENICUIK, BART.
A Privy Councillor, and late Secretary
to the Lords of Her Majesty's Treasury.
M.P. for Dover. | CHRISTISON. |
| 1802 | WILLIAM-STUART BEATSON.
Afterwards Commissary-General, Bengal
Army. Died April 13, 1837, on his pas-
sage from India to England. | RITCHIE. |
| 1803 | ALEXANDER-DUNDAS-YOUNG ARBUTHNOTT.
He entered the Navy shortly before the
battle of Trafalgar, at which engagement
he served on board the Mars. In 1824
he was promoted to a Captaincy in the
R. N. Having served as a Colonel in
the British Legion in Spain in 1837,
he received the Cross of the Spanish
order of Charles III., and third class of
San Fernando. | FRASER. |
| 1804 | GEORGE FORBES.
Banker in Edinburgh. | RITCHIE. |
| 1805 | ANDREW RUTHERFURD.
Called to the Scottish Bar in 1812. At
present Lord Advocate of Scotland, and
M.P. for Leith, &c. | CHRISTISON. |

1806 HENRY BIGGAR.

Called to the Scottish Bar in 1815. Died
May 14, 1817.

Masters.

GRAY.

1807 MUNGO-PONTON BROWN.

Called to the Scottish Bar in 1816. Au-
thor of a "Treatise on the Law of Sale,"
8vo, and of a "General Synopsis of the
Decisions of the Court of Session."
4 vols. 4to. Died November 18, 1832.

FRASER.

1808 JOHN STANTON.

Educated by Mr William Brown, at the
Grammar School, Falkirk. Called to
the Scottish Bar in 1816. Died Sept.
20, 1832.

1809 WILLIAM BAIN.

Student in Law. Died March 31, 1815,
aged nineteen. See CHAP. IV.

CARSON.

JAMES PILLANS, M.A., F.R.S.E., *Rector*.

1810 ROBERT KNOX.

M.D. Lecturer on Anatomy and Phy-
siology, Edinburgh; now in London.

GRAY, ADAM, *R*.

1811 ARCHIBALD-NISBET CARMICHAEL.

Educated by Mr William Brown, at the
Grammar School, Falkirk.

One of the Classical Masters in the
Edinburgh New Academy; and author
of a valuable work on the Greek Verb.
Died January 8, 1847.

ADAM, *R*.

1812 JOHN CAMPBELL.

Younger of Succoth. Called to the Scot-

RITCHIE.

- tish Bar in 1821. M.P. for Dumbarton-shire. Died July 3, 1830.
- 1813 WILLIAM CULLEN. Masters.
One of the Physicians to the Royal Infirmary, Edinburgh. Died May 28, 1828. CARSON.
- 1814 CHARLES NEAVES. GRAY.
Called to the Scottish Bar in 1822. Sheriff of Orkney and Shetland, 1845.
- 1815 *JOHN EDMONDSTON. IRVINE.
Minister of Ashkirk, Selkirkshire, 1837 ; and of the Free Church in the same parish since the Secession in 1843.
- 1816 ROBERT MENZIES.
Educated at the Grammar School of Lanark, by Mr John Harkness. Minister of Hoddam, Dumfries-shire, 1834.
- 1817 WILLIAM GLOVER.
Educated at the High School of Leith, by Mr John Bayne. Minister of Green-side Parish, Edinburgh, 1837.
- 1818 *GEORGE-WILLIAM MYLNE.
Educated previously at the school of the Rev. Joseph Benson, Hounslow, Middlesex. Called to the Scottish Bar in 1826. Resident at Cheltenham.
- 1819 *EDMOND LOGAN. IRVINE.
Writer to H. M. Signet, 1830.
- 1820 *JOHN-BROWN PATTERSON.
From 1810 to 1814 he attended the Classical Academy of Mr Benjamin Mackay (afterwards one of the Masters of

the High School); and from 1815 to 1818 he was a pupil of the late Mr William Graham, Rector of the Grammar School, Haddington. Mr Patterson carried the prize of one hundred guineas proposed by the Royal Commissioners for visiting the Universities of Scotland, for the best essay "On the Character of the Athenians," 1827. This essay was published on the recommendation of the Royal Commission. Minister of the Parish of Falkirk, 1830: died June 29, 1835. See "Discourses by the late Rev. John B. Patterson, A.M.; to which is prefixed a Memoir of his Life, and Select Literary and Religious Remains." 2 vols. Edinb. 1837. 8vo.

AGLIONBY-ROSS CARSON, M.A., LL.D., F.R.S.E.,
F.S.A. SCOT., *Rector*.

- | | | |
|------|--|---------|
| 1821 | PATRICK-CAMPBELL M'DOUGALL. | CARSON. |
| | Professor of Moral Philosophy in the
Free Church College, Edinburgh, 1844. | |
| 1822 | WILLIAM-URQUHART ARBUTHNOT. | CARSON |
| | H. E. I. Company's Civil Service, Vizagapatam. Now Merchant, Madras. | |
| 1823 | WILLIAM-MAXWELL GUNN. ¹ | |
| | Previously educated by Mr Peter Scott,
then of Thistle Street Academy, Edinburgh, but who for many years has been | |

¹ In 1825 the gold medal, value ten guineas, given by the Writers to the Signet to the best scholar in the Senior Humanity Class, University of Edinburgh, was awarded to *W. M. Gunn* (the first who obtained this prize). It may here be mentioned, that the following pupils of the High

Masters.

the able Classical Teacher in the Royal Academy, Inverness. Mr Gunn was appointed one of the Classical Masters of the High School of Edinburgh in 1843.

1824 WILLIAM GOWAN.

LINDSAY.

Called to the Scottish Bar in 1831. Now an English Barrister, and resident in London.

1825 ANDREW-ALEXANDER BONAR.

CARSON, MACKAY.

One of the Deputation of a Mission of Inquiry to the Jews from the Church of Scotland to Palestine in 1839; now Minister of the Free Church, Collace, Perthshire.

1826 *JOHN MILLAR.

GRAY, PYPER.

Classical Tutor, Free Church College, Edinburgh, 1844.

1827 *GEORGE-ANDERSON TAYLOR.

IRVINE.

Student in Divinity. Died at Carfrae, East Lothian, April 10, 1835.

1828 *JOHN SMITH.

LINDSAY.

Now a Surgeon in Australia.

1829 *JOSEPH CAUVIN,

MACKAY.

Ph. D. (Göttingen Univ.), Co-editor with Professor Brande, of the Dictionary of Arts, Science, and Literature. Resident in London.

School have subsequently gained that medal:—1826 *William Gowan*; 1827 *Andrew-Alexander Bonar*; 1828 *James Moncreiff*; 1829 *George-Anderson Taylor*; 1832 *John-Wilson Nicholson*; 1836 *James Milne*; 1839 *William Shaw*; 1841 *David Sinclair*; 1843 *Donald-Campbell Gordon*; 1845 *John Fowler*; 1846 *Andrew Mure*; 1847 *Robert Demaus*.

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|-------------------|---|-----------------|
| | | Masters. |
| 1830 | *JOHN-WILSON NICHOLSON.
Solicitor, London. | PYPER. |
| 1831 ¹ | *WILLIAM-HENRY GOOLD.
Minister of the Reformed Presbyterian
Church, Edinburgh, 1840. | IRVINE. |
| 1832 | *THOMAS-SCOTT BORTHWICK.
He was second dux at the annual ex-
amination of his <i>first</i> year's attendance
at the Rector's. Died April 22, 1839,
aged 21. | LINDSAY. |
| 1833 | *WILLIAM NELSON.
Publisher, Edinburgh. | MACKAY. |
| 1834 | JAMES MILNE.
Student in Divinity. Died June 21,
1839, aged 22. | BOYD. |
| 1835 | *JOHN RENTON.
Minister of the Free Church, Auchter-
muchty, Fife, 1843. | BOYD. |
| 1836 | *WILLIAM WILSON.
Head Master of the Government School
of Industry at Norwood. Died Novem-
ber 15, 1847. | LINDSAY. |
| 1837 | JAMES-MACGROUTHER RUSSELL.
Student in Divinity. Died April 9, 1844,
aged 21. | MACKAY. |

¹ Dr Carson presented a gold medal, of equal value to that given to the Dux, to THOMAS BRAIDWOOD (who died June 8, 1834, aged 17), as he was not allowed to compete for the Macgregor prize in 1831, because it was his *third* year in the Rector's Class. The name on the Gold Medal was changed in 1831 from *Murray* to *Macgregor*. See CHAP. III.

- 1838 JAMES SANDERS. Masters.
PYPER.
Sugar Planter, Monghyr, Upper India.
- 1839¹*JOHN MACLAREN. BOYD.
Minister of the United Parishes of Larchbert and Dunipace, 1847.
- 1840²*WILLIAM STARK, afterwards STARK-DOUGALL, younger of Scotsraig, near Newport, Fife. He commenced Latin in France at thirteen years of age, and studied successively under MM. Calais, Rosenvelt, and Perret at Lebourne, in the department of Gironde. Before joining the Rector's Class in October 1838, he received instructions from Mr James Milne, the Macgregor medallist of 1834. Student in Medicine: died May 27, 1847, aged 24.
- 1841 *JOHN DOUGALL. MACKAY.
Student in Literature, Univ. of Edinburgh.
- 1842 *ROBERT-SHAW HUTTON. PYPER.
M.A., and Student in Divinity, Edinburgh University.
- 1843³ PETER-GRAY WHITE. BOYD.
Student of Divinity in the United Presbyterian Church.

¹ At the public examination in 1839, Mr Mackay presented a medal to *JOHN DOUGALL (afterwards the Macgregor medallist in 1841), dux of his *Fourth* Class.

² The dux of the Latin and Greek Classes in 1840 was GEORGE-SMOULT FAGAN; but the Patrons held, as on a former occasion, that he could not compete for the medals, because he had attended the Rector for a portion of *three* years.

³ In 1843 Mr Mackay gave a medal to *JOHN GLEN, dux of the *Fourth* Class.

1844 *ANDREW MURE.

M.A., Univ. of Edinb., 1848.

Masters.
LINDSAY.

1845 *PETER COSENS.

Student in Law, Edinburgh.

MACKAY.

LEONHARD SCHMITZ, Ph. D. F.R.S.E., *Rector*.

1846 *ALEXANDER MUIR.

Student in Literature, Edinburgh.

PYPER.

1847 *CHRISTOPHER-RUSSELL SCOTT.

Student in Literature, Edinburgh.

BOYD.

1848 *ROBERT JOHNSTON.

Student in Literature, Edinburgh.

GUNN.

3. *City Medallists for GREEK in the Rector's Class.*JAMES PILLANS, M.A., F.R.S.E., *Rector*.

1814 ALEXANDER ROSS.

Resident in Dresden.

GRAY.

1815 *JOHN EDMONDSTON. See p. 137.

IRVINE.

1816 *GEORGE NAPIER.

CARSON.

1817¹ *GEORGE NAPIER.

Called to the Scottish Bar in 1823.

Sheriff of Peebles, 1840.

CARSON.

¹ Mr Pillans, in 1817, presented a gold medal to the best Geographer in the Rector's Class. It was gained by HENRY-DUNDAS DRUMMOND, who is now in India, and holds rank in the army as Major.

Masters.

1818 *GEORGE-WILLIAM MYLNE. See p. 137.

1819 JOHN PRINGLE.

Educated at the Classical Academy of
Mr John Lawrie,¹ Richmond Street,
Edinburgh.

Minister of the First United Secession
(now the United Presbyterian) Church,
Elgin, 1829.

1820 *JOHN-BROWN PATTERSON. See p. 137.

JAMES GRAY, M.A., *Teacher of Greek*. See CHAP. IV.

1821 ARCHIBALD HOG.

CARSON.

Student in Literature. Died November
5, 1822, in his 19th year.

In 1821 Mr Gray presented gold medals
of equal value to JAMES WILLIAMSON, se-
cond dux of the Senior Greek Class; to
JAMES MYLNE, dux of the second division
of the Senior Greek Class; and to WIL-
LIAM FORSTER, dux of the Junior Greek
Class.

AGLIONBY-ROSS CARSON, M.A., LL.D., F.R.S.E.,
F.S.A. Scot., *Rector*.

1822 WILLIAM MIRTLE.

Educated previously at the Grammar
School of Peebles, during the Rector-

¹ Mr Lawrie, an excellent scholar and a successful teacher, died
September 10, 1840.

- ship of Mr James Sloane. Died Nov. 1, 1828. Masters.
- 1823 JOHN MURRAY. IRVINE.
Called to the Scottish Bar in 1831. Of Murrayshall, Perthshire.
- 1824 BASIL BELL.
Previously educated by Mr John Macgregor, Parochial Teacher, Cockburnspath. Since the year 1846 Mr Bell, who is a Licentiate of the Church of Scotland, has been Classical Teacher, and Lecturer on Logic, Rhetoric, and Moral Philosophy, in the New Academy, Pictou, Nova Scotia.
- 1825 JOHN THOMSON. MACKAY.
Minister of the Mariners' Free Church, Leith, 1840.
- 1826 *JOHN MILLAR. See p. 139. GRAY, PYPHER.
- 1827 *GEORGE-ANDERSON TAYLOR. See p. 139. IRVINE.
- 1828 DAVID OGILVY. LINDSAY.
Barrister, London.
- 1829 *JOSEPH CAUVIN. See p. 139. MACKAY.
- 1830 *JOHN-WILSON NICHOLSON. See p. 140 PYPER.
- 1831 GEORGE-SMYTTAN DAVIDSON. IRVINE.
A Licentiate of the Church of Scotland, 1842. Rector of the Normal Institution, Edinburgh, 1845.
- 1832 *THOMAS-SCOTT BORTHWICK. See p. 140. LINDSAY.

1833 *WILLIAM NELSON. See p. 140. ^{Masters.}
MACKAY.

1834 *JOHN YOUNG. PYPER.
Sugar and Indigo Planter, Presidency of
Madras.

1835 *JOHN RENTON. See p. 140. BOYD.

1836 JAMES FERRIER.
Educated at the Classical Academy of
his maternal uncle, Mr John Lawrie,
Edinburgh. Student in Literature: died
at Little Paisley, near Edinburgh, Fe-
bruary 26, 1839, aged 21.

1837 WILLIAM SHAW. MACKAY.
B.A. and M.A. At the University of
Edinburgh Mr Shaw carried off the gold
medal in the Moral Philosophy Class,
decided by general excellence in Essay-
writing. In 1843 he gained the gold
medal given by the Students of the Uni-
versity of Edinburgh for the best Essay
"On the Moral tendency of the Protes-
tant doctrine of Justification, by faith
alone." This prize, opened to all Stu-
dents of Theology that year, was decided
by the Senatus Academicus. In 1847 Mr
Shaw became Minister of the Parish of
Bonhill, Dumbartonshire

1838¹ THOMAS-MILLER DICKSON. PYPER.
In the year 1841 he gained the silver

¹ The dux of the Greek Class in 1838 was ROBERT MACKENZIE, (now
an officer in the Indian army), but the Magistrates and Town Council,
who bestow the medal, held that he was ineligible, because he had
attended the Rector's Class for a part of *three* sessions. To T. M.
DICKSON, who was next in merit, the medal was, in consequence, ad-
judged.

Masters.

medal in the Moral Philosophy Class in the University of Edinburgh. In 1843 he carried off the gold medal given by the Students, and open to all the Faculties, for the University Prize Essay, "On the Differences between Ancient and Modern Civilization." In 1844 he obtained "the highest scholarship in Clare Hall, after an examination of three days, on the whole range of Latin and Greek Literature, and by Composition in Latin and Greek, prose and verse." B.A. of the University of Cambridge. Now Senior Classical Master of King Edward's School, Marlborough, Wiltshire.

1839 *JOHN MACLAREN. See p. 141.

BOYD.

1840 *WILLIAM STARK. See p. 141.

1841 ROBERT SCOTT.

Educated, previously to his joining Dr Carson's Class, by Mr Alexander Burnet, Rector of the Grammar School, Jedburgh. Farmer, Newton, parish of Bedrule.

1842 *ROBERT-SHAW HUTTON. See p. 141.

PYPER.

1843 JOHN FOWLER.

Scholar of Queen's College, Cambridge.

BOYD.

1844 *ANDREW MURE. See p. 142.

LINDSAY.

1845 *PETER COSENS. See p. 142.

MACKAY.

LEONHARD SCHMITZ, Ph. D., F.R.S.E., *Rector.*

- | | | |
|------------------------------------|-------------|--------------------|
| 1846 ¹ *ALEXANDER MUIR. | See p. 142. | Masters.
PYPER. |
| 1847 *CHRISTOPHER-RUSSELL SCOTT. | See p. 142. | BOYD. |
| 1848 *ROBERT JOHNSTON. | See p. 142. | GUNN. |

4. *Macdonald or Third Class Medallists.*

- | | | |
|--|-------------|----------|
| 1824 JOHN WHYTE. | | IRVINE. |
| Student in Divinity: died July 22, 1831,
aged 21. | | |
| 1825 *GEORGE COTTON. | | LINDSAY. |
| Solicitor before the Supreme Courts of
Scotland, 1839. | | |
| 1826 *JOSEPH CAUVIN. | See p. 139. | MACKAY. |
| 1827 *JOHN-WILSON NICHOLSON. | See p. 140. | PYPER. |
| 1828 *WILLIAM-HENRY GOOLD. | See p. 140. | IRVINE. |
| 1829 *JOHN BAILLIE. | | LINDSAY. |
| Minister of Fogo, Berwickshire, 1841;
and Minister of the Free Church, Lin-
lithgow, since 1843. | | |
| 1830 JAMES-ALEXANDER HUIE. | | MACKAY. |
| Minister of the Presbyterian Church,
Wooler, 1844. | | |

¹ At the annual distribution of the prizes in 1846, Dr Schmitz, the Rector, after the City gold medal for Greek had been given, presented JAMES-NOBLE BENNIE (now at the University of Glasgow), with a gold medal of equal value, for his high attainments as a Greek scholar.

148	CHRONOLOGICAL LIST OF	[APP.
1831	*JOHN YOUNG. See p. 145.	Masters. PYPER.
1832	WILLIAM MILLIGAN. Minister of the parish of Cameron, Fife, 1844.	BOYD.
1833	*THOMAS-MOLLETT HASWELL. Died at Chelsea, March 10, 1841, in his 22d year, whilst training for the Wesleyan ministry. See a "Memoir of Mr Thomas M. Haswell. By the Rev. Philip C. Turner." Lond. 1843, 18mo.	LINDSAY.
1834	WILLIAM MONTGOMERY. Chemist and Druggist. Drowned at New York, August 25, 1843, in saving his sister-in-law, who, whilst bathing, had been carried away by the current. He sunk from exhaustion, before reaching the shore.	MACKAY.
1835	DAVID SINCLAIR. Missionary from the Free Church, Cal- cutta.	PYPER.
1836	ALEXANDER LAURIE. Teacher of Music, Edinburgh. See "Ac- count of the Edinburgh Sessional School," p. 160, 4th edit.	BOYD.
1837	*ANDREW CAMERON. Editor of the Christian Treasury, Edin- burgh.	LINDSAY.
1838	ALEXANDER (DAVID) ROBERTSON. Merchant, Leith.	MACKAY.
1839	*ROBERT-SHAW HUTTON. See pp. 141, 146.	PYPER.

1840 JOHN CUTHBERTSON.

Student in Law, Edinburgh.

Masters.

BOYD.

1841 *JONATHAN BATES.

LINDSAY.

On leaving Scotland Mr Bates entered Huddersfield College, where, in 1842, he was the successful competitor for the Mathematical Medal, awarded to the first in the Senior Class. At the same distribution he received a medal for English Verse. In 1843 the first Classical Medal was presented to him; and in the following year he got Lord Morpeth's Gold Medal for an Essay, the subject being, "Knowledge is its own Reward." In the Calendar of the London University, of which he is a member, his name holds an honourable place. Mr Bates is at present a Master in Huddersfield College.

1842 *JOHN GLEN.

MACKAY.

Student in Literature, Edinburgh.

1843 *ALEXANDER MUTR. See p. 147.

PYPER.

1844 *CHRISTOPHER-RUSSELL SCOTT. See p. 147.

BOYD.

1845 *WILLIAM L. LINDSAY.

GUNN.

1846 JOHN FRASER.

W. W. CARMICHAEL.

1847 EDWARD-LITTLE NELSON.

MACMILLAN.

1848 JOHN YOUNG.

BOYD.

*5. Ritchie Gold Medallists.*SAMUEL LINDSAY, M.A., *Master*.

- 1824 *GEORGE COTTON.
- 1825 *GEORGE COTTON. See p. 147.
- 1826 *JOHN SMITH. See p. 139.
- 1827 *JOHN BAILLIE. See p. 147.
- 1828 *THOMAS-SCOTT BORTHWICK. See pp. 140, 144.
- 1829 *JOHN BAILLIE. Same as 1827.
- 1830 *JOHN BAILLIE. Same as 1827.
- 1831 *THOMAS-MOLLETT HASWELL. See p. 148.
- 1832 *WILLIAM WILSON.
- 1833 *WILLIAM WILSON.
- 1834 *WILLIAM WILSON. See p. 140.
- 1835 *ANDREW CAMERON.
- 1836 *ANDREW CAMERON.
- 1837 *ANDREW CAMERON. See p. 148.
- 1838 ALEXANDER THOMSON.
Student in Divinity, Free Church Col-
lege, Edinburgh.
- 1839 *JONATHAN BATES.

1840 *JONATHAN BATES.

1841 *JONATHAN BATES. See p. 148.

1842 ROBERT-CHARLES-HENRY MACDUFF.
Student in Divinity, Edinb. Univ.

1843 WILLIAM PAUL.
Student in Literature, Edinb. Univ.

WILLIAM-MAXWELL GUNN, *Master*.

1844 *WILLIAM-LAWRIE LINDSAY.

1845 *WILLIAM-LAWRIE LINDSAY. See p. 149.

1846 *ROBERT JOHNSTON. See pp. 142, 147.

1847 *GEORGE SMITH.

1848 *GEORGE SMITH.

6. *College-Bailie Medallists for Writing.*

* The College-Bailie Silver Medal for Writing, the *personal* gift of the gentleman holding that office for the year, was first presented in 1814, and for the last time in 1834.

ANDREW M'KEAN, *Master*.¹

1814 ANDREW CROMBIE.

College-Bailies.
ROB. JOHNSTON.

¹ Mr M'Kean, at the annual examination, also presented a silver medal, during his Mastership, to the following pupils of his classes in the High School :—

1802 James Marshall; 1803 James-Saunders Robertson; 1804 William

- 1815 BENJAMIN-WILLIAM CROMBIE. College-Baillies.
THOMAS SCOTT.
Artist and Miniature Painter, Edinburgh.
Died June 10, 1847.
- 1816 *EDMOND LOGAN. See p. 137. ALEX. SMELLIE.
The Lord Provost and Magistrates adjudged another medal to GEORGE-KEITH-ELPHINSTONE JOHNSTONE, from Manchester, in consequence of the very near approximation of the two specimens in excellence.
- 1817 GAVIN MILROY. WALTER BROWN.
M.D. University of Edinburgh, 1828.
- 1818 THOMAS PATULLO. ROB. ANDERSON.
Died May 31, 1824, aged 19.
- 1819 HENRY LOGAN. WILLIAM PATISON.
Merchant in London, where he died April 25, 1838.
- 1820 JOHN COLDSTREAM. JOHN CHARLES.
Physician, Edinburgh.
- 1821 RICHARD DENNISTOUN. KENNETH MACKENZIE.
Writer to the Signet, 1829. Died at Glasgow, March 20, 1848.
- 1822 THOMAS CORNWALL. KENNETH MACKENZIE.
Writer to the Signet, 1829. Died June 2, 1833.

Junior from Antigua; 1805 John Crow; 1806 George Forrest; 1807 Walter Jollie; 1808 Neil Gow; 1809 David Mill; 1810 Hamilton Pyper; 1811 Alex. Inglis; 1812 Arch. Nimmo; 1813 Martin Marshall; 1814 Gavin Milroy; 1815 John Marshall; 1816 Samuel Wordsworth; 1817 David Scott; 1818 John Auchenleck; 1819 Robert Young; 1820 John M'Dougall; 1821 Robert Milroy; 1822 Charles-Cheyne Allison; 1823 George Child; 1824 James Young.

- | | | |
|------|--|---------------------------------|
| 1822 | JOHN ABERCROMBY.
Surgeon, Burntisland. | College-Bailies.
JOHN SMITH. |
| 1823 | WILLIAM-THOMAS TROTTER.
H.E.I.C. Civil Service. | JAMES HILL. |
| 1824 | WILLIAM-DOUGLAS HANNAY.
Cornet in the Bengal 3d Regiment of
Light Cavalry. Died at Kurnaul, Dec.
2, 1836, in his 37th year. In testimony
of their esteem his Brother Officers erect-
ed a Monument to his Memory, in the
Church of Kurnaul. | WM. ALLAN. |
| 1825 | JAMES-RANALD BURT.
Captain, Bengal Cavalry. In the tran-
sept of St Giles' Church, Edinburgh, an
elegant Marble Cenotaph, in honour of
this lamented officer, bears the following
inscription :—" Sacred to the Memory of
Captain James-Ranald Burt, of the 6th
Regiment Bengal Light Cavalry, who
died at Ferozepore, 8th May 1846, aged
35 years. This Tablet was erected by
his Brother Officers as a memorial of their
sorrow for the death of one who possessed
their regard and esteem ; one, whose high
principles and chivalrous honour, ren-
dered him an ornament to his profession,
and a pride to the Corps to which he
belonged." | ROB. MORTON. |
| 1826 | GEORGE SHAW. | JOHN BONAR. |
| 1827 | THOMAS MACKNIGHT.
Physician, Dumfries. | ADAM LUKE. |
| 1828 | JOHN TURNBULL.
General Agent, Edinburgh. | ARCH. LAWRIE. |

ALEXANDER M'KEAN, *Master*.

1829	EDWARD WARREN.	College-Ballies. THOS. CRICHTON.
1830	JAMES STEWART.	JOHN ANDERSON.
1831	GEORGE MONTGOMERY. Merchant, New York.	ALEX. ROSS.
1832	ALEXANDER-EDWARD MACKNIGHT. Called to the Scottish Bar in 1841.	GEO. AITCHISON.
1833	EDWARD-JAMES SIMPSON. Lieut. H.E.I.C. Service.	JOHN PATTERSON.
1834	ROBERT-WILLIAM DAVIDSON.	THOMAS SAWERS.

 No. IX.
List of the printed Scholastic Exercises from 1821 to 1848.

* This list does not include the titles of those exercises of a similar character which are given entire in a preceding portion of our work. The name of the writer immediately follows the title of each exercise.

RECTORSHIP OF DR CARSON.

LATIN VERSE.

1821 Valedictio.—James Williamson.¹

¹ Professor of Mathematics, Logic, and Natural Philosophy, Queen's College, Kingston, Canada.

- 1822¹ In Georgii Quarti Regis Britannici Diem Natalem.—
George Romanes.²
Valedictio.—W. U. Arbuthnot, *dux*.
1823 In Ver.—John Murray, *dux* of the Greek Class.
In Athenas.—J. J. Plaine.

ENGLISH VERSE.

Remorse; or, the Death of Sir Roland.—A. K. Home.

LATIN VERSE.

- 1824 Sirenes.—William Gowan, *dux*.
Valedictio.—Edward-James Arbuthnot.³

ENGLISH VERSE.

Morning.—Francis-Russell Davidson.⁴
Power of Science.—Cuthbert Davidson.⁵
Summer.—George M'Crie.⁶
The Dying Bard's Farewell.—David Smith.⁷
Greece.—James Romanes.⁸

LATIN VERSE.

- 1825 Græcia se in libertatem vindicans.—John Thomson, *dux*
of the Greek Class.
Edina.—Alexander Fiddes.⁹
Mens Contenta.—Andrew A. Bonar, *dux*.

¹ *John-Lawrence Stoddart*, a pupil of Dr Carson for two sessions (1820-22), went to the United States, where was soon published a volume entitled, "Juvenile Effusions, in Verse and Prose; composed at the High School, Edinburgh, by J. L. S." Pp. 203. Cambridge, 1822, 12mo.

² Professor of Classical Literature and Moral Philosophy, Queen's College, Kingston, Canada.

³ Merchant, Mauritius.

⁴ Joint Magistrate and Deputy Collector, North Division, Delhi, India.

⁵ Captain 66th Regt., Bengal Native Infantry.

⁶ Minister of the United Original Secession Church, Clola, Aberdeen-shire.

⁷ Some time Surgeon, Peebles.

⁸ Died December 11, 1828.

⁹ Licentiate of the Church of Scotland. Died at Aberdeen, Sept. 25, 1838.

ENGLISH VERSE.

Translation from Ovid, *Trist.* I. 2. 19.—Benjamin (Robert) Bell.¹

The Minstrel of Lacha.—David Smith.²

First-born.—George M'Crie.³

Marathon.—F. R. Davidson.⁴

LATIN VERSE.

1826 In Italiam.—John Millar, *dux.*

Vitæ Rusticæ Laudes.—Thomas-Jackson Crawford.⁵

Helvetia in libertatem vindicata.—Thomas Wilson.⁶

ENGLISH VERSE.

Leonidas.—Alexander Smith.⁷

LATIN VERSE.

1827 In Diluculum.—John Hirst.⁸

LATIN VERSE.

1828 Somnium.—George Cotton.⁹

Ver.—Robert Taylor.¹⁰

ENGLISH VERSE.

Navarino.—Sprott Boyd.¹¹

The Isle of Bliss.—Thomas-Brown Dymock.¹²

¹ Called to the Scottish Bar in 1832; Sheriff Sub., and Cpm. Depute for Kilmarnock District, Ayrshire.

² See p. 155.

³ See p. 155.

⁴ See p. 155.

⁵ D.D., and one of the Ministers of St. Andrew's Parish, Edinburgh.

⁶ Lieut. R.N.

⁷ Writer, Edinburgh.

⁸ Clerk in the National Bank of Scotland. Died Feb. 18, 1838, aged 25.

⁹ Solicitor before the Supreme Courts, Edinburgh.

¹⁰ Called to the Scottish Bar in 1836; now residing at Carfrae, Haddingtonshire.

¹¹ M.D., Weymouth.

¹² Now in Australia.

The Captive.—Alexander Peterkin.¹

LATIN VERSE.

- 1829 Scotorum ad Bannocum Laudes.—Joseph Cauvin, *dux*.
In Musicen.—Robert Taylor.²
Aurora.—Robert Borrowman.³

ENGLISH VERSE.

The Maniac.—Sprott Boyd.⁴
Translation of the Choral Ode to dissuade Medea from
murdering her children.—Robert Borrowman.³
The death of Hannibal.—Alexander Peterkin.¹
A Valedictory to the Old High School.—John I. C.
Lockhart.⁵

LATIN VERSE.

- 1830 Pax.—William Braidwood.⁶
In Afrorum Servitutem.—George Small.⁷
Feriæ.—William Husband.⁸
Valedictio.—John-Wilson Nicholson, *dux*.

ENGLISH VERSE.

The Shipwreck.—William Brown.⁹

LATIN VERSE.

- 1831 Bruma.—Thomas Braidwood.¹⁰
Ruris Laudes.—David-Elliot Wilkie.¹¹
Libertas.—William-Henry Goold, *dux*.

¹ Reporter for "The Times."

² See p. 156.

³ Student in Divinity, University of Edinburgh. Died June 8, 1838.

⁴ See p. 156.

⁵ Resident in Montreal.

⁶ Died January 10, 1836, aged 20.

⁷ Baptist Missionary at Benares, since 1840.

⁸ M.D., Edinburgh.

⁹ M.D., Melrose.

¹⁰ Died June 8, 1834, aged 17.

¹¹ M.D. Now at Adelaide in Australia.

Ver.—George-Smyttan Davidson, *dux* of the Greek Class.

ENGLISH VERSE.

Song of the Highland Wizard.—William Dickson.¹

The Tempest.—Daniel Edward.²

On Ambition.—Robert S. Christie.

LATIN VERSE.

Ruris Otium.—John Baillie.³

Scotus, a Patria profugus, Uxori.—Thomas-Scott Borthwick, *dux*.

Herculaneum.—William Muir.⁴

ENGLISH VERSE.

Scotia.—Thomas-Scott Borthwick, *dux*.

LATIN VERSE.

1833 Valedictio.—William Nelson, *dux*.

Ver.—Guthrie Watson.⁵

ENGLISH VERSE.

The Close of the Year.—Charles Dickson.⁶

LATIN VERSE.

1834 Diluvium.—William Murray.⁷

Libertas.—James Milne, *dux*.

ENGLISH VERSE.

Contentment.—James Mackay.⁸

Mutabile Semper.—Edward-James Simpson.⁹

¹ Wholesale Stationer, Edinburgh.

² A pupil of Heriot's Hospital; now Missionary from the Free Church to the Jews at Jassy in Moldavia.

³ Macdonald and Ritchie Medallist. See APPENDIX No. VIII.

⁴ M.D., and Assistant Surgeon, 42d Regiment.

⁵ Died November 6, 1836, aged 18.

⁶ Called to the Scottish Bar in 1840.

⁷ Accountant, Edinburgh.

⁸ Clerk in a Bank in Australia.

⁹ Lieutenant in the H.E.I.C.S.

LATIN VERSE.

- 1835 Polus Stellifer.—John Renton, *dux*.
Thermopylæ.—John Nelson.¹

ENGLISH VERSE.

The Scottish Emigrant.—Thomas Macduff.²
The Soldier's Tear.—Robert Maclagan.³

LATIN VERSE.

- 1836 In Adventum Caroli Edvardi.—Alfred-Bate Richards.⁴
Iniens Annus.—William Wilson, *dux*.
Somnia.—Alexander-Robertson Mackenzie.

LATIN VERSE.

- 1837 Ad Reginam nostram Illustrissimam Victoriam.—James-
Macgrouther Russell, *dux*.
Aestas.—Thomas M. Dickson, *dux* of the Greek Class in
1838.
Britanniæ Laudes.—Alexander Cumming.

ENGLISH VERSE.

Columbus.—George Wilson.⁵

LATIN VERSE.

- 1838 Naufragium.—James Sanders, *dux*.
Servitus Afrorum.—Thomas M. Dickson, *dux* of the
Greek Class.

ENGLISH VERSE.

The Storm Personified.—Richard-White Young.⁶
Patriotism.—George Wilson.⁵

¹ Minister of the Free Church, Newport, Forgan.

² Merchant, London.

³ Lieut. Bengal Engineers, and Principal of Roorkee College, near Meerut, for Civil Engineers.

⁴ Barrister of Law, of Lincoln's Inn, London; author of "Croesus, King of Lydia, a Tragedy," &c.

⁵ Probationer, Free Church.

⁶ M.D., Edinburgh. Died December 20, 1847.

LATIN VERSE.

- 1839 *Pueritiæ Recordatio*.—William Inglis.¹
Ætna.—John Maclaren, *dux*.

ENGLISH VERSE.

The Interview between Æneas and Andromache, *Æneid*,
 Book III, Line 301.—James Wilson.²

LATIN VERSE.

- 1840 *Transitus Israëlitarum per Mare Rubrum*.—George-
 Smoult Fagan.
Prælii Campus.—William Stark, *dux*.

ENGLISH VERSE.

The Covenanter's Burial.—Thomas Hardy.³
 Lines to the Memory of those who fell in the Massacre of
 Glencoe.—Donald-Campbell Gordon.⁴
Scotia.—John Dougall, *dux* of the Greek Class.
 The Soldier's Dream.—Alexander-Brunton MacLean.⁵

LATIN VERSE.

- 1841 *Spes*.—William Turner.⁶
Pompeii.—Donald C. Gordon.⁴
Babylon.—William-Dalrymple MacLagan.⁷
Juventus et Senectus.—John Dougall, *dux* of the Greek
 Class.

ENGLISH VERSE.

Scotland.—Robert-Park Scott.⁸
 Change.—Henry-Maitland-Gordon Stevenson.⁹

¹ Student in Divinity, United Presbyterian Church.

² Minister of the Chapel of Ease, Rothesay.

³ Student in Divinity, Established Church.

⁴ Student in Divinity, Free Church.

⁵ Mercantile Clerk, London.

⁶ Student in Divinity, United Presbyterian Church.

⁷ Ensign 51st N.I., H.E.I.C.S., Madras.

⁸ Teacher, Edinburgh.

⁹ Student in Divinity, Established Church.

LATIN VERSE.

- 1842 Jobus.—John Fowler, *dux* of the Greek Class.
 Athalia.—Elias Johnston.¹
 Elias ad Cœlum Transvectus.—Robert-Shaw Hutton, *dux*.
 Vale.—William-Menzies Calder.²

ENGLISH VERSE.

On the Happiness of Rural Life.—Virg. Geor. II.—
 James Anderson.

LATIN VERSE.

- 1843 Ad Somnum.—John Fowler, *dux* of the Greek Class.
 Aurora.—Andrew-Rutherford Clark.³
 Vale.—Peter-Gray White, *dux*.

ENGLISH VERSE.

Rome.—Robert-Scott Moncrieff.⁴

LATIN VERSE.

- 1844* Angelus Jesum Natum nunciat.—Robert-Charles-Henry
 Macduff.⁵
 Rosa.—James Gibson.⁶
 Boadicea.—Andrew Mure, *dux*.

LATIN VERSE.

- 1845† Mors Alexandri.—Peter Cosens, *dux*.

¹ Student in Divinity, Established Church.

² Student in Literature, Edinburgh.

³ Student in Law, Edinburgh.

⁴ In the House of the Messrs Baring, London.

* In 1844, an English poem of 246 lines on "Jerusalem," the creditable production of Francis Richardson, a pupil in the Rector's Class, was printed for private circulation.

⁵ Student in Divinity, Established Church.

⁶ Clerk in a merchant's office, Leith.

† A "Specimen of the Prize Essays of ALEXANDER COLSTON, a pupil of the *Fourth* Year, Session 1844-5," was printed at the time. The subjects of the Essays are, 1. On the best method of Studying History. 2. On the Life and Character of Alexander the Great. 3. On the Rapid and Successful Propagation of Christianity. Dr Boyd, in an affectionate

Valedictio.—John Glen.¹

Nauffragium.—Robert Demaus.²

RECTORSHIP OF DR SCHMITZ.

Rector's Class.

LATIN VERSE.

1846 Ad Nymphas.—Alexander Muir, *dux*.

Trojæ Excidium.—James-Noble Bennie.³

On the Story of Sophonisba.—John Thom.⁴

LATIN PROSE.

Translation of a passage from Bishop Thirlwall's History of Greece, vol. ii. pp. 291-2.—Alex. Muir, *dux*.

Same subject.—James N. Bennie.³

GREEK VERSE.

In Iambic trimeters, from Shakspeare's Merchant of Venice, Act V. Scene I.—James N. Bennie.³

GREEK PROSE.

Translation of the Speech of Hanno, from Livy, Book xxi. 10.—James N. Bennie.³

prefatory notice says, that though it had not previously been customary to give publicity to the effusions of the younger classes, he willingly consented to the publication of those of Mr Alexander Colston. His principal reason for doing so was for the purpose of "affording the Patrons, and others who take an interest in the High School, a proof, that the attention of those who study within its walls is not confined exclusively to Classical acquirements; and an opportunity of forming a more deliberate estimate than they could otherwise have done, of the progress that is made by the Junior Classes in the principles and practice of English Composition." In 1846, "Voluntary Essays on Beauty and Causation, by Alexander Colston," then a pupil of the Rector's Class, were also printed for private circulation.

¹ Student in Literature, Edinburgh.

² Student in Literature, Edinburgh.

³ Student in Literature, Glasgow.

⁴ Student in Literature, Edinburgh.

ENGLISH PROSE.

On the Study of Language, and the Art of Literary Composition.—James N. Bennie.¹

FOURTH CLASS.—MR GUNN, *Master*.

ENGLISH PROSE.

Abstract of "Lectures on the History of Literature."
From the German of Frederick Schlegel.—Robert Johnston.

RECTOR'S CLASS.

LATIN VERSE.

1847 Tib. et C. Sempronius Gracchus.—Christopher-Russell Scott.

LATIN PROSE.

From H. N. Coleridge's Introduction to the Study of the
Greek Classic Poets, page 7.—C. R. Scott.
The same subject.—George Robertson, *major*.

GREEK VERSE.

In Iambic trimeters, Shakspeare's Julius Cæsar, Act III.
Scene III.—C. R. Scott.

GREEK PROSE.

Translation from Cicero, Pro Archia Poeta, c. 7.—C. R. Scott.

ENGLISH PROSE.

Sketch of the Life and Character of Tiberius Sempronius Gracchus.—Robert Johnston.

¹ See p. 162.

FOURTH CLASS.—MR W. W. CARMICHAEL, *Master*.

LATIN VERSE.

Arcadiæ Laudes.—John Fraser.

ENGLISH PROSE.

Sketch of the History of Grecian Literature.—James Murray Lindsay.

FRENCH CLASS.—M. DE FIVAS, *Master*.

Prise du chateau de Dumbarton.—John Robertson.

GERMAN CLASS.—DR AUE, *Master*.

On Chamisso's Peter Schlemihl.—Robert Johnston.

RECTOR'S CLASS.

LATIN VERSE.

- 1848 Horatii et Curiatii.—Robert Johnston.
Hannibal.—John Fraser.

LATIN PROSE.

From Bishop Thirlwall's Hist. of Greece, vol. ii. p. 114.
John-Robertson Valence.
From the same, vol. ii. p. 142.—Robert Johnston.

GREEK VERSE.

Glover's Leonidas, Book I. verses 126 to 146.—William-Ferrie Stevenson.
Shakspeare's Hamlet, Act III. Scene I.—Robert Johnston.

GREEK PROSE.

Λόγος Μ. Ἰουίου.—Λούιου Ἰστ. Βιβ. κ'β' κεφ. ε'θ'.—Robert Johnston.

ENGLISH VERSE.

Ode on Cæsar's Invasion of Britain.—William Paul.

ENGLISH PROSE.

Essay on the Advantages to be derived from the Study of Ancient History.—Robert Johnston.

FOURTH CLASS.—MR MACMILLAN, *Master*.

ENGLISH VERSE.

Scotland.—Robert Cleland.

ENGLISH PROSE.

Essay on the character of Alexander the Great, as a General and as a Statesman.—Edward L. Neilson.

FRENCH CLASS.

La Reine Mab (Shakspeare, Romeo et Juliette, Act 1. Scene IV).—James L. Bryden.

Tam o' Shanter (Traduit de l'Eccossais de Robert Burns)
—Charles Craik.

GERMAN CLASS.

Klopstock.—Free Composition after the English translation of Friedrich von Schlegel's "Geschichte der Literatur."—Robert Johnston.

No. X.—See CHAP. IV.

SYSTEM OF EDUCATION PRACTISED IN THE HIGH SCHOOL OF EDINBURGH, BY BENJAMIN MACKAY, M.A., AND, IN SUBSTANCE, RECOMMENDED BY HIM TO THE PATRONS OF THE INSTITUTION IN THE YEAR 1834.

In 1820 I became one of the masters of the High School. During fourteen years I had laboured hard as master of a classical academy in Edinburgh, with four numerous classes, which were chiefly taught by myself, as I found assistants generally inefficient, sometimes from their want of skill, but more frequently from want of authority. From the period when I first visited the High School in 1803 several changes had taken place in the masterships. In 1805 Mr Luke Fraser retired, and was succeeded by Mr George Irvine, Governor of Heriot's Hospital. Mr Irvine was an excellent teacher, an exceedingly good-tempered man, and a most delightful companion. He had generally a large class. The same year, on the death of Dr Hill, professor of Humanity, Mr Christison was raised to the chair, which he ably filled till 1820. Mr Christison was succeeded in the High School by Mr Carson, who, as a public teacher, soon rose to great and well-merited eminence. He was allowed on all hands to be an able philologist, a profound classical scholar, and a skilful instructor of youth. In 1818 Mr Ritchie retired, and was succeeded by Mr Samuel Lindsay, classical master in Heriot's Hospital, where he had greatly distinguished himself, as a correct, able, and energetic teacher. He had been two years under the instructions of Dr Adam, in whose class he ranked among the duxes. He was a great admirer of that eminent individual, whom he made his model in teaching and illustrating the classics, as well as in his modes of discipline. In 1810, on the death of Dr Adam, Mr Pillans, an old pupil of his own, succeeded him. Mr Pillans had greatly signalized himself in the literary classes of the University of Edinburgh, and afterwards in debating societies among some of the ablest men of his standing. Although well known in the best circles of the Scottish metropolis as a man of talent, and an accomplished scholar, a tutor at Eton, and an Edinburgh

Reviewer, he encountered some difficulty in his canvass for the rectorship in consequence of having had no experience in the management of a public class. After his appointment, however, he soon overcame all prejudices, and fully justified the discrimination and choice of the patrons. During the ten or eleven years in which Mr Pillans presided over the school, it enjoyed unrivalled popularity. I attended all his examinations from first to last. He acquired great *eclat* by the successful introduction of the monitorial system, and other modes of management, at once calculated to regulate the conduct, interest the feelings, and call forth the highest intellectual exertions of his pupils. Himself an elegant scholar, his great aim seemed to be to inspire his pupils with an ambition to attain similar excellence, and to acquire those mental habits and those accomplishments which are necessary to enable youth to act their part successfully on the great stage of life. What struck me as the peculiar excellence of Mr Pillans, was the ardour and enthusiasm with which he inspired his whole class in the pursuit of knowledge, and in the work of self-cultivation. He got his pupils to traverse the world on literary voyages of discovery. The past ages as well as the present, the living as well as the dead, seemed to throw open to them stores of learning and of human thought. It appeared to me, that in his class no boy possessed of mental powers could allow them to be dormant. Not only were the intellectual powers called into action, but the imagination and the feelings were simultaneously exercised and subjected to a process of skilful cultivation. If his pupils do not reach the Temple of Fame, they must at least feel that he pointed out to them the road that leads to it, the difficulties attending the journey, and the best means of surmounting them.

On the appointment of Mr Pillans to the Professorship of Humanity, Mr (now Dr) Carson succeeded him in the rectorship of the High School. For twenty-five years he most efficiently discharged the duties of that laborious and responsible situation. His pupils carried off the highest honours at college; and he may in every respect be regarded as a worthy successor of the two distinguished teachers, who had filled the chair before him.

In 1822, Mr Gray resigned his appointment, and became Prin-

principal of the Belfast Academy. I regarded his removal from the High School as a circumstance much to be regretted, as he was universally allowed to be a man of genius, a first rate Greek scholar, and a conscientious and enthusiastic teacher. Mr Gray was succeeded by Mr William Pyper from the grammar school of Glasgow; who, though a young man, had been long known for high talents and accomplishments. He wrote and spoke with equal facility; and the school owes him a debt of gratitude for the strenuous exertions which he made to defend its interests, support its fame, extend its accommodation, and have it removed to its present salubrious and central situation. I often think of our united and successful exertions in baffling the enemies of the school by the accomplishment of this last object. Mr (now Dr) Pyper's acknowledged talents and success as a master of the High School, have since most deservedly promoted him to the Professorship of Humanity in the University of St Andrews. On the resignation of Mr Irvine in 1829, Dr James Boyd, House Governor of Heriot's Hospital, became one of the masters of the school. Dr Boyd had gained the high approbation and confidence of the patrons and friends of Heriot's Hospital by great improvements introduced by him into the management and educational course of that valuable establishment. I regarded him from his talents, accomplishments, and experience, as a great acquisition to the institution.

I come now to state my views and opinions as to the course of study,—as to what formed, and what ought to form, the leading branches of education in a great national establishment like the High School. Before, however, entering upon this subject, I must first mention what, in my judgment, constitutes a *liberal education*. I am quite aware of the difficulty of giving any definition which may not be liable to objections. But I hope the following one is tolerably correct, and that I am not far from the truth when I also state it to be the general opinion of the citizens of Edinburgh, that a LIBERAL EDUCATION *consists in such a course of training as is best calculated to develope and cultivate the mental and moral faculties, and prepare youth for discharging honourably and efficiently the business of after life*. Such I believe to be their opinion of what constitutes a sound and liberal education from the age of eight or nine to that of fifteen or sixteen, when

their sons generally go to college, or begin to enter upon the duties of life. If I am correct in the definition which I have now given, the next subject of inquiry is, whether the constitution of the High School is well fitted for carrying out such a course of study, and whether the course itself was and is what it ought to be in order to accomplish the objects now stated.

With regard to the constitution of the High School, it consisted in my time (1820-1843) of a rector or head-master, four classical masters, a teacher of Mathematics and Arithmetic, a teacher of Writing, and a teacher of French. Teachers of German and Gymnastics have since been added. Now, I have no hesitation in saying, that such a scholastic staff is sufficient to superintend and instruct at least a thousand pupils in all the branches forming the most liberal curriculum. As to the course of study, I mean chiefly to refer to the views which I have uniformly expressed, and leave the friends of the High School to judge how far these are correct, and calculated to secure the ends of a liberal education.

It was and is my opinion, that a liberal education ought to be founded upon classical literature, for the following reasons:—

1. Without classical literature a man will always appear illiterate among literary men in this and every other country of Europe.
2. Classical literature forms an admirable exercise for the talents of youth, and no substitute has yet been proposed in its stead, holding out so many advantages.
3. Classical literature is indispensable to the learned professions of law, medicine, and divinity; to professors and tutors in universities; masters of academies, institutions, and schools, and to all literary and scientific men in general.
4. It is necessary for understanding the compound terms of our own and of foreign languages, and particularly the nomenclature of science.
5. Latin is the key to the French, Italian, Spanish, and Portuguese languages, which are all formed from it.
6. Classical literature is so interwoven with European and English literature, that the latter cannot be fully understood without the former.
7. The non-classical student is excluded from consulting for himself nearly all the past records of the civilized world, and the oracles of the Christian Revelation.
8. Classical learning forms a long course of high mental training, and involves the acquisition of a valuable stock of historical, con-

stitutional, biographical, geographical, chronological, and mythological knowledge, in order to illustrate the meaning of the authors. 9. Language being the vehicle of thought and the key to all the depositories of knowledge, ought always to form a leading object of youthful study; and the Latin and Greek languages in particular, from their structure and genius, form the best preparation for the study of universal, or philosophical grammar. 10. Translations can never supply the place of the originals, considered either as sources of historical information, or of intellectual enjoyment. 11. Classical knowledge is indispensable for following with advantage most of the prelections at college. For these, and other reasons, I am of opinion that a knowledge of the Latin and Greek classics forms the best groundwork of a liberal education. Upon this point most enlightened men in Europe and America are agreed; and although there may be a diversity of opinion as to the time which ought to be devoted to classical learning, it is allowed, on all hands, that it ought to hold a prominent position in every system of education which is intended to develop, and exercise the reasoning faculties, cultivate the taste, induce habits of industry and perseverance, and prepare youth for filling with honour the higher departments of active life. Besides, the attacks upon classical education have generally proceeded from illiterate or visionary individuals, who cannot be supposed to appreciate what they do not understand, or who affect to undervalue what they can never attain.

But although it has always been my conviction that classical knowledge is quite indispensable in every system of liberal education, and forms for it the best groundwork, it never was my opinion, that in the present age any system professing to prepare youth for the business of active life ought to be exclusively classical.

A system of liberal school education ought to embrace *Geometry*, because it is a science admirably calculated to develop and exercise the reasoning powers, and to habituate the mind to habits of close thinking, and therefore invaluable as an instrument of education. Without it landed property could neither be divided nor planned; railroads and canals could not be formed; kingdoms could not be subdivided; harbours and coasts could not be surveyed; maps and charts could not be con-

structed; fortresses could not be rendered impregnable; bridges could not be securely built; the ocean could not be traversed by the mariner, nor the field of battle held by the soldier; and thousands of other operations subservient to the uses and benefit of man could not be undertaken. For these, and other reasons, I approved of and recommended the appointment of a Mathematical teacher in the High School; though I did not think it proper that this study should be entered upon, except by the pupils of the rector's class, and those boys of the fourth, who were sufficiently advanced to prosecute it with advantage. It is also an opinion, which my long experience has justified, that a system of liberal education ought to embrace *Arithmetic* and *Algebra*, as well as *Geometry*. The importance of Arithmetic in every department and sphere of life is too evident to require any elucidation. No one from the peer to the peasant can want it, but at the risk of spending more than his income, and being led blindfold by another who possesses that knowledge in which he is deficient. All teachers of Arithmetic should take care to make their pupils explain the *reasons* of the rules and operations, and thus call forth and improve their reasoning powers. In connexion with Arithmetic and Geometry, I did not omit to recommend Algebra as an essential branch of a liberal education, and as possessing considerable advantages over Arithmetic from its abstract mode of resolving questions, and its preventing the perplexity and saving the labour of long and intricate calculations. But it was not, and it is not my view, that this science should be taught before the fourth year of the course, that is, before a boy has attained his twelfth or thirteenth year. It is generally time enough for any pupil attending the High School to commence Geometry and Algebra about the end of the fourth or commencement of the fifth year. Till then I think his time may be more advantageously occupied with other studies.

Every system of liberal education ought to embrace instruction in Writing, Pen-printing, and Ciphering, and the Elements of Drawing. No man can appreciate more highly than I do the beautiful, interesting, and useful art of Writing and Ciphering, nor be more anxious that pupils should attain great proficiency in it. Proficiency and readiness in the use of the pen are necessary, not only for all boys destined for the mercantile pro-

fession, but for individuals in every condition and sphere of life. Without this branch of education, it is almost impossible to rise one step in the scale of society. Pen-printing, too, is most useful in many businesses. It cannot then be called a *liberal* system of education which does not make complete provision for Writing, Ciphering, and Printing, as well as for Practical Arithmetic. While, therefore, I approve of the presence of a writing-master with his assistants at the High School, I have always thought that his labours may be materially aided, and the desired effect of his instructions insured, by the countenance and *co-operation* of the classical masters. It has long been my opinion, that in connexion with Writing, it is highly expedient to introduce into the High School a practical system of *Initiatory Drawing*. The art of Drawing and sketching, from its almost universal utility, ought to form an indispensable part of a *common* as well as of a *liberal* education for the youth of both sexes in all schools. This opinion I expressed on one occasion in the following words:—‘Every parent of the least discernment, will see the propriety of giving his children Reading, Spelling, and Recitation, Arithmetic, Writing, the Elements of Drawing, and English Grammar. These branches ought to be regarded in every school of Britain as indispensable parts of a *common education*. All these the pupil may nearly master before he is *ten* years of age.’ To enable any one to appreciate this branch of education, it is only necessary to state, that it is highly useful and often perfectly indispensable to the soldier, the sailor, the traveller, the engineer, the architect, the manufacturer, the mechanic or artisan, and in short to every one who has occasion to exhibit to the eyes of others any object of nature or of art. Nor is it in a practical view alone that the art of Drawing is valuable, for it is admirably calculated, as an instrument of education, to cultivate in a high degree one of the most useful powers of the mind—the faculty of observation in general. Drawing is, in fact, the art of seeing objects in perfection. It is nearly allied to Writing, and not more difficult to acquire; all that is necessary being a few general directions at first, and a set of good copies. Before our accomplished writing-master Mr Alexander M’Kean left the High School, he had entered fully into my views, and introduced the system into his class with distinguished success. It was also

introduced and warmly patronised by Dr Boyd, whose opinions on this, as well as on every other point connected with the High School, entirely coincided with my own. I had a set of lessons engraved by which the pupils were taught in a few days, first to draw horizontal, perpendicular, and slanting lines with ease and correctness, then to draw other lines parallel to these, and afterwards to make single and double or parallel arches, dividing them by the eye into halves and quarters. Every teacher who makes the experiment will find that this kind of elementary exercise, with perhaps a few lessons on shading and perspective, will enable the pupil to copy any drawings, prints, or patterns that may be placed before him, and ultimately to sketch from nature with pen or pencil. I have thus expressed my opinion at some length with regard to these important branches of study, because I am convinced of their great practical utility. One great advantage recommending these exercises is, that they take little from the teacher's time, and are almost without expense to the pupils. All that is necessary is to give them a few copies to draw from, and to prescribe a regular series of variations; and, if the classical master insists on these being carefully executed, a gradual and steady improvement will be observed. So far is this from precluding attendance on the writing class, that it is in fact calculated to render his instructions more effective.

The next branch of education on which I shall venture to give my opinion, is one, with the importance and value of which I have always been deeply impressed—I mean, *English Composition*. It is far from my intention to arrogate to myself the right to dictate any particular course of study, but merely to express my opinion, and direct attention strongly to those branches which are generally allowed to constitute the groundwork of a solid, literary, scientific, and mercantile education. In a country like Great Britain, no system of education can be called *liberal* which excludes or overlooks any ordinary mercantile and commercial branches. Composition, in the highest sense of the word, is an accomplishment which can scarcely be attained by boys while they remain at a grammar school. But the initiatory process may be gone through with great advantage and success even in the junior classes of the High School. In my opinion,

the first elementary step is to copy the easy compositions of others, such as cards, short letters, descriptions, narratives, &c. The second is to write some few sentences to dictation, and have the errors corrected. The third, to parse some exercises of the English language analytically and syntactically, and to correct false grammar. The fourth, to describe a number of objects in the minute way recommended by Dr Mayo in his 'Lessons on Objects.' The fifth, to write little narratives or descriptions of their own. The sixth, to read some short essays once or twice, and then shut the book and write them out, omitting none of the important ideas. The seventh, to treat some short subject in an order pointed out by the master. Lastly, to write or speak upon any theme or subject, in a certain order as assigned and directed by the teacher, the pupils drawing upon their own minds and information for the arguments and illustrations. Before leaving the High School I had begun to collect and arrange materials for a text-book of this nature, which I thought was a desideratum in our national education. Generally speaking, I conceive it is only the first six or seven of these steps that can be attempted in the junior classes of the High School. The eighth must be left to the rector's pupils.

The elementary course of composition which I would recommend for the pupils of the High School will, however, be found exceedingly beneficial, as giving them a great command of the pen, making them thoroughly acquainted with orthography and punctuation, as well as the general structure of a sentence, and the usual errors in grammar, which must be allowed to be no mean or useless accomplishments in boys of twelve or thirteen years of age.

Among the reminiscences I cannot omit one which relates to a branch of study, which many called a *hobby* of mine for the last forty-five years—I mean *mental arithmetic*. During the first five years of my professional career I had occasion to teach mental and practical arithmetic; and I aver, that there was no part of the scholastic course which I entered upon with more satisfaction than this, and that there was none in which pupils at all stages made more satisfactory progress. I have expressed and published my opinion, that the science of number ought to be commenced *mentally* by pupils of both sexes at the

age of seven or eight, and that it should even take the lead of writing and grammar. I have proved to the satisfaction of the most competent judges that pupils, before they are ten years of age, may be taught not only all the arithmetical tables, and to add, multiply, subtract, and divide, whole numbers, vulgar fractions and decimals, with great rapidity and precision, but to give the reason of every operation on mathematical principles. In the usual mode of teaching arithmetic three errors are generally committed, namely, 1. The pupils are taught to perform the operations not by associating numbers with sensible objects, but by artificial rules which they do not understand. 2. They are presented at the very threshold of the science with numbers so large that the mind cannot form any correct conception of them, or comprehend the chain of reasoning; and 3. They are not systematically, progressively, or sufficiently drilled in the four fundamental rules. The consequence is, that arithmetical operations are usually performed by young people with uncertainty and inaccuracy, and often with disgust. Now in the plan which I pursued, the calculations, whether performed mentally or on slates, were confined within a multiplication and division table of twenty times twenty, or 400, and sometimes twelve times twelve, or 144. These numbers are not so large as to be beyond the comprehension of pupils of ordinary capacity; and if the calculations be carried on regularly through whole numbers, vulgar and decimal fractions, they will be found to include nearly all the operations requisite for the ordinary business of life. As the pupils advance, it will be very proper to make the examples in slate practice gradually increase in difficulty; but in an elementary course the large numbers of millions, billions, and trillions, usually taught in numeration tables, are calculated to bewilder the learner, and are therefore highly unsuitable. To illustrate what I have now stated, if a boy taught by the usual mode of artificial rules, were asked what is one-third of five-sevenths, he would probably stare, call for his slate and pencil, and after puzzling his brain for half an hour, fail to solve the problem: whereas a pupil taught by my method would answer at once that one-third of five-sevenths is five twenty-first parts, because, if one-third of one-seventh is one twenty-first part, one-third of five sevenths must be five times as much, or as many; and if asked what is

two-thirds of five-sevenths, he would answer, ten twenty-first parts, assigning the reason or proof as before. But I cannot pursue this topic any further.

On the next point also to which I shall now advert, I have long since published my sentiments. As I have stated above, in a great commercial country like Britain, much attention ought to be paid to every branch of a *Mercantile Education*. In this department the theory and practice of book-keeping, a knowledge of business forms, and a correct taste for stating accounts, must always form a prominent part. I have known by observation that much experience and manual practice, as well as correct thinking, are necessary for the management and adjustment of commercial concerns. It is the counting-house alone that can perfect this department of education. At the same time, much may be effected under a good system at school. The pupils may be trained to commercial and general correspondence, they may be taught to calculate with rapidity and accuracy, they may be made acquainted with business forms, such as drawing bills of exchange, stating accounts, bills of parcels, invoices, &c. ; and finally, they may be required to show up at some advanced part of their educational course a balanced and well-written set of books, and to apply the principles of book-keeping to every entry in the Waste-book, Journal or Day-book, Cash-book, and Ledger. These exercises may be regarded as the finishing parts of a school system of mercantile education, embracing as they do both the theory and practice of the art. In every institution the master who superintends the mercantile department ought not only to be capable of teaching a legible, free, and spirited style of writing, but of showing his pupils the best manner of arranging business transactions in books according to modern practice, and preparing them for the general business of the counting-house. Such a person must be a valuable acquisition to any seminary of *general education*.

In connexion with mercantile education, as well as with general literature and the arts, the necessity of attending to *foreign languages* naturally presents itself. The study of modern languages is, I fear, too much neglected in British, and particularly in Scottish, education. When we consider the trade and commerce of Great Britain, its mercantile intercourse with the other nations of Europe, especially with France, Germany, Spain,

Portugal, and Italy, and the probability of still more extended dealings, in consequence of the improved and rapid communication between us and these countries—when we think of foreign literature, and the advanced state of the arts and sciences abroad—and when we reflect upon the ardour, general intelligence, and adventurous spirit of the British manufacturers and merchants, it seems not unreasonable to expect that some attention should be paid in our great public seminaries to at least the elements of modern European languages. On the continent of Europe our two great rivals in literature, science, and arts, are the French and the Germans, whose languages are in almost universal use throughout Europe; while among them a knowledge of our language and literature is daily becoming more prevalent. These two nations rival us in manufactures, in commerce, in medicine, in anatomy, in surgery, in chemistry, in political economy, and in Biblical criticism, as well as in poetry, history, architecture, &c., and not a year passes without sending forth from their press a variety of critical and scientific treatises. With such active and powerful rivalry, it is not to be expected that Great Britain can long hold the elevated position which she has hitherto occupied, if, from her want of acquaintance with their languages, she remains ignorant of the progress made by her enlightened neighbours in those arts and enterprises on which her greatness and her character depend. I was so much impressed with the importance of modern languages, that about thirty years ago I reduced the grammars of the French, Italian, Spanish, and Portuguese languages to a tabular form, presenting all the conjugations of these four languages on *one* page. In 1820, when I became a master of the High School, I had them lithographed, put upon pasteboard, and hung up in my class-room. The storms with which the school was soon after assailed prevented me from prosecuting my plan. But I pursued it far enough to prove its complete practicability. French, however, was the only language which I carried to any extent, but in that language some of my classes could parse and construe nearly as well as in Latin or English. I think that without trenching upon the classical department, or other branches of general knowledge, in the High School, the elements of the above languages might be advantageously introduced at the general busi-

ness hour, among the collateral branches which are already comprehended in the curriculum.

I need not here allude to English Grammar, Roman and Grecian History, Geography, &c., as these branches in the High School form, in connexion with the classics, I may say the basis of its educational system. There is therefore only one branch more which presents itself to my mind worthy of consideration, as capable of being introduced at the General Knowledge hour—I mean an outline of Natural History and Physical Science;¹ the former embracing the animal, vegetable, and mineral kingdoms; and the latter mechanics, hydraulics, hydrostatics, &c. In referring to the outline which I have now recommended, I cannot help stating my conviction that no study is more capable of affording highly edifying instruction and refined pleasure, than the contemplation of the wisdom of God in the works of creation. The student who is examining all the phenomena and laws of nature, is employed in the most extensive province of human knowledge. Physical science is termed by Lord Bacon '*The root of all the sciences and arts*;' and it is beautifully remarked by Dr Arnott, 'That a man reading a thousand volumes of ordinary books, as agreeable pastime, will receive only vague impressions; but he who studies the methodised '*Book of Nature*,' converts the great universe into a simple and sublime history, which tells of God, and may worthily occupy his attention to the end of his days.' The want which I felt was a proper text-book, and if this could be supplied, I think it quite easy to carry the pupils through such an outline as that to which I have alluded, and to direct their attention besides to a course of general reading on these subjects.

Having given my reminiscences of the masters, and my opinions as to the proper branches of study, I come now to give a few notices regarding matters in which I was more immediately concerned. The first, in which I found myself called upon to take an active part, with regard to High School arrangements, was with reference to the appointment of Mr Gray to be sole teacher of Greek in the es-

¹ While this was going through the press, the patrons of the school were actually appointing lecturers on these two departments of science. On the 16th of January 1849, Mr WILLIAM RHIND was elected Lecturer on Natural History, and Dr JOHN MURRAY on Chemistry. See CHAP. IV.

tablishment. This appointment was the result of a compromise between his friends and those of Dr Carson in the canvass for the rectorship. Notwithstanding the talents and known scholarship of that gentleman, his appointment was any thing but popular, for three reasons. First, it substituted one teacher of Greek instead of five, the rector and the other four masters ; Secondly, it imposed on the pupils of the four junior classes a fee of one pound or guinea, whereas they had been previously taught gratuitously by each master in succession ; and, Thirdly, because it transferred the pupils of the rector, and every other master in the school, to one master, who, with all his many excellent qualities, was not quite popular. With great reluctance I found myself called upon, from a regard to the efficiency of the system, the respectability of the masters, and the satisfaction of the public, to make the most strenuous efforts for the restoration of the former arrangements. A petition was written out by the late Lord Kinnedder, whose son was at that time in my class, signed by a number of influential individuals, many of whose sons were then my pupils, and presented to the council, who rescinded the appointment, guaranteeing to Mr Gray an annuity of one hundred pounds, payable by Dr Carson. This annuity Mr Gray soon after renounced upon resigning his mastership, and accepting the principalship of Belfast Academy.

I ought perhaps to have previously mentioned, that when Von Feinaigle visited Edinburgh, to exhibit to the good citizens his wonder-working system of Mnemonics, he attracted great notice. Young pupils, who had only been a few hours in training, were brought forward to determine most accurately the geographical situation, in degrees and minutes, of long lists of cities in different quarters of the globe ; they could recite long pieces of poetry backward or forward, stating most precisely the number of the stanza, line, or even of any particular word, and perform many other feats connected with History, Chronology, &c. It was even rumoured abroad that the system was applicable to languages, mathematics, and all the arts and sciences. This intellectual city seemed on the eve of a great educational revolution. I, like some other teachers, had the curiosity to take out the Professor's ticket, which cost only five pounds, or guineas (I forget which, notwithstanding the benefit of his able instruc-

tions). I found his lecture-room crowded with ladies, and a few gentlemen, among whom I observed, I think, the late Sir James Hall of Dunglass, Professor Pillans, and his dux Mr Carmichael (afterwards one of the masters of the Edinburgh Academy), in front, kindly acting as fogleman. Mr Carmichael was a clever young man, with a most tenacious memory. He displayed great mental precision, and showed off the system to much advantage. I found the system consisted of mechanical modes of aiding the natural memory, by means of hieroglyphics or symbols, accurately numbered, and arranged *mentally* on the floor, walls, ceiling, &c. The objects to be remembered were artificially associated with the symbols placed in particular localities, and with numbers, which recalled them at once to the mind. Every learner was instructed to fit up imaginary saloons for himself, and adorn the different compartments with emperors, kings, and heroes, fantastically associated with the hieroglyphics, the length of their reign, or date of their exit from the stage of life, being indicated by queer words, formed of consonants without vowels, these consonants standing for figures. A great number of facts were thus easily impressed upon the memory; the oddness of the association rather strengthening than weakening the impression. I cannot say to what extent the ladies had their memories strengthened and improved, or their capacities and understandings enlarged, but I suppose, like myself, they have not *quite* forgot the amount of fee. Having then a rising Classical Academy in the New Town, I went always direct from the lectures and instructed my pupils in the arcana of the science. It amused them exceedingly, and they displayed an extent of knowledge which would appear very wonderful to any one not initiated in the mysteries. I found, however, that its application was very limited, and that my pupils, by trusting to these artificial modes, had their lessons much worse at the end of each week, than when they trusted to their natural memory. One day I was surprised by a visit in my class from Von Feinaigle,¹ who came in great joy upon hearing that I had successfully

¹ See Feinaigle's (Gregor von) *New Art of Memory: To which is prefixed, some account of the principal Systems of Artificial Memory. Illustrated by Engravings.* Lond. 1812. 12mo,

introduced his *memoria technica*. Upon being told by me that I regarded the scheme as by no means applicable as an instrument of general education, he looked quite chopfallen, and rather demurely left the room. Soon after, he quitted Edinburgh, and went to Dublin, where he kept the natives of the emerald isle for years worshipping the goddess of memory, and presenting large pecuniary offerings at her altar. I believe my opinion of the system, expressed to him in the short, rather coarse, but significant term "*humbug*," was his chief inducement for leaving us so abruptly. It was understood, however, he carried off in his pockets fifteen hundred pounds, levied in two or three weeks—a substantial and gratifying proof of public admiration. He never returned to levy new contributions.

The next educational wonder-worker who attempted to levy black mail on the citizens of Edinburgh was a Mr Hamilton¹ from America, who came here in 1826 with great *éclat*, in consequence of his feats in London, and a humorous, witty, and able article in the Edinburgh Review, written in favour of his system by the late Rev. Sydney Smith. His arrogance was boundless. He denounced all former systems as utterly valueless, and consigned them to annihilation. Upon examining his prospectuses, text-books, and plans, I found his whole scheme was founded upon a whim of Mr Locke's, and that it could not stand a week, if put in competition with the rational and solid system of the High School. He had now begun in Edinburgh most auspiciously, under powerful patronage. He opened a printing establishment for the publication of books. His classes were already numerous, and he had every prospect of realizing two thousand a year by the speculation. My class was just commencing to read Greek. I openly attacked and denounced his system in the newspapers, and challenged him to put the pupils taught by him in public competition with mine, who were then only about eleven years of age. My letters, as well as his, first appeared in the Edinburgh Evening Courant, I think, about the end of September. After a good deal of win-

¹ Mr James Hamilton, author of the Hamiltonian System of Teaching Languages, died in his 60th year, September 16, 1829, at Dublin, whither he had repaired to propagate his views by the delivery of Lectures.

cing, writhing, and a few vapouring letters, he declined the combat, and departed, leaving his types and printing-presses behind him, but carrying off, I believe, most of his interlinear keys, which he found were not very highly appreciated in Scotland. This challenge had a very good effect on the public mind. The citizens saw that I had thrown down the gauntlet, and that this great champion of innovation had not dared to take it up, and abandoned all hope of future contributions. He very quietly took final leave of Edinburgh. At the end of the session, in August next, my class displayed extraordinary proficiency in all the branches which formed the curriculum of study, but especially in Greek, in which language they not only professed the Grammar and Primitives, but most of the *Analecta Minora*, the Four Gospels, and the Revelation. My next class rose to upwards of 170 pupils, and yielded me an income of L.700—a larger income than any of the ordinary classes had ever before yielded.

During the year 1827 our system underwent a revision, by which it was greatly improved. The scheme was drawn up entirely by Mr Pyper and myself, the other masters approving generally, and some of them hesitatingly. A difference of opinion among masters on a course of education for an institution is a serious evil. I felt its baneful effects during the whole period of my connexion with the school. The patrons of the High School ought to be cautious how they meddle with the arrangements or text-books of the establishment, as they will always find the public extremely *touchy* on these subjects, especially if there is any enhancement of price. When, however, a revision of the system does take place, they ought most strictly to enforce uniformity. The want of a single peg may cause a strong and beautiful framework to fall asunder.

Having stated at some length my reminiscences of the High School masters, my opinions and views with respect to the branches which ought to form a course of liberal education in this ancient establishment, and a few reminiscences somewhat personal to myself, I shall now exhibit a synoptic view of the curriculum, and show how, in my humble judgment, the system may most effectually be carried into operation, and the institution rendered permanently popular with the citizens of Edin-

burgh, on whose favourable opinion it must mainly depend for support. Assuming, then, as an axiom fully and unanimously admitted by the rector and masters, as I think it ought to be, that the High School is an institution maintained by the corporation of Edinburgh, not only to prepare youth for College, but to enable them to discharge, efficiently and honourably, the ordinary business of after-life, I give it as my opinion, that in the classical department, at the end of the fourth year, the pupils ought to know thoroughly, and profess, at the public examination: First; the Latin Rudiments and Vocabulary, with the Etymology of English words derived from Latin. Second; the Greek Rudiments and Vocabulary, with the Etymology of English words derived from Greek, and especially the Nomenclature of Science. Third; the initiatory Classical Manual, forming an easy introduction to the higher Classics, and to History, Geography, Mythology, and Antiquities, with etymological and syntactical parsing, *ad aperturam libri*. Fourth; Turner's Latin Grammatical Exercises, and Mair's Introduction (or a better substitute, as a High School version-book), varying the sentences through all the moods, tenses, numbers, and persons. Fifth; Catiline's Conspiracy, by Sallust, and the first and fourth Orations against Catiline, by Cicero. Sixth; the usual Extracts from Ovid's Works, with the Eclogues, and first two books of the *Æneid*, parsing analytically and syntactically, scanning and proving, *ad aperturam libri*, any line or passage that may be presented to them. Seventh; a complete outline of Ancient and Modern Geography. Eighth; scanning of hexameter and pentameter verse, with the other metres used by the Latin Poets, especially by Horace, the application of Ruddiman's Latin Rules. Ninth; first six sentences of each Rule in Dr Carson's Greek Exercises, and at least one Book of the Anabasis, with analytical and syntactical parsing, and perhaps one or two of the Gospels.

Besides the above course of study, which is strictly classical, the pupils, in the General Knowledge Department, ought, at the public examination which concludes their fourth session, to exhibit, first, all their written exercises in English Composition, from the beginning of the session, the pages being numbered, and not a leaf torn out. Second, a perfect knowledge of Mental and Practical Arithmetic, Decimal and Vulgar Fractions, &c., proved by *extempore*

oral exercises, and slate practice. Third, their Writing, Printing, and Ciphering-book, of at least fifty-two pages. Fourth, their Sketching and Drawing-book, of at least fifty-two pages. Fifth, *extempore* Analytical and Syntactical Parsing of any passage in an English Author, prose or verse, with correction of false Syntax, and recitation, with the figures of rhetoric. Sixth, a short Elementary course of Book-keeping, as above. Seventh, a knowledge of Roman and Grecian History, in competition for the prize. Eighth, a knowledge of the Principles of Universal Grammar, with a Synoptic View of the Grammar of the Principal European Languages, but especially French. Finally, an outline of Natural History and Physical Science; the former embracing the Animal, Vegetable, and Mineral Kingdoms; the latter Mechanics, Hydrostatics, Hydraulics, &c. To carry out these branches successfully, it is necessary to have a good Text-Book, and a series of leading questions for examination.

It has long appeared to me, that to carry out the education of youth in a satisfactory manner, there is also the want of an English Text-book, combining Mental, Moral, and Religious Instruction, calculated at once to initiate them in the Art of Thinking, and imbue their minds with sound principles.

By the time that pupils have gone through the above course of study they are generally twelve or thirteen years of age. If they are destined for business, they frequently leave the High School, and attend other masters for purely commercial or professional branches. This I regarded as a great evil, which ought if possible to be obviated by adapting the subsidiary classes of the school to their views. If they are destined for the learned professions, or if their parents can afford them time for the prosecution of a liberal education, they enter the rector's class, where for two years, or at least one, they continue to study the Latin and Greek Classics, Roman and Greek Antiquities, and Ancient and Modern Geography, in connexion with Universal History. There, too, they have to give in exercises in English, as well as in Latin and Greek Composition, Prose and Verse. Nothing can be more admirably adapted, in so far as the classics are concerned, to give an elegant finish to a young man's education, than the course of study in the rector's class. It is the rearing of a beautiful superstructure upon the broad and solid

foundation laid by the four masters of the junior classes. In connexion with the rector's class, there are teachers of Mathematics, French, and German. There is also a teacher of Writing and Book-keeping, who keeps assistants, and has hours for all such as may require his assistance in any of those useful branches. Attendance on all these subsidiary branches is optional; and the fee, though very moderate compared with other institutions, is perhaps a little higher than if the attendance were imperative. In the Mathematical class, the pupils are taught Geometry, Algebra, as also Practical Mathematics, with the use of Logarithms. If any of the pupils should wish instructions in the art of Self-defence, there is an accomplished professor in attendance at moderate fees. Nowhere in Europe have I heard of a more complete course of study; and if the arrangement of the hours be properly attended to, so that the masters do not interfere with one another, but carry out unanimously the enlightened views of the patrons, I think the school would become pre-eminently popular. On this point I have long entertained particular notions, which I shall presently take the liberty of stating.

During the time that I was connected with the school, the system of education underwent two revisions, first in 1827, as already mentioned, under the old town-council, and next in 1834. In the latter year, the reformed town-council, wishing to testify to their fellow-citizens their zeal in the good cause of education, resolved to bring the system of the school under their review, in order to introduce such improvements as to them might seem advisable. Having discovered that there was a difference of opinion among the masters themselves on the subject of the course of study, and other arrangements, they adopted the cautious mode of calling upon them, *not collectively, but individually and separately*, to state their views, as to the changes which they believed might be beneficial to the establishment. This afforded me a better opportunity than I had before had of explaining to the patrons my educational views, and of furnishing some suggestions, which I believed would not only be well received by the community, but were of vital importance to the prosperity of the school. In the long letter which I wrote on that occasion, while I avoided recommending any change by which the efficiency of the school

as a classical establishment might be diminished, or its prosperity endangered, I did not hesitate to recommend such an alteration in the arrangement of the hours, and such improvements in the course of study, as I thought absolutely necessary to enable the youth attending the seminary to discharge with success the ordinary duties of after life. As my opinions have been already fully stated respecting the course of study of which I approve, I shall only say, that the College Committee adopted all my suggestions, and unanimously recommended them to the town-council, who as unanimously passed them into a law. I lately applied at the Council Chamber to see my letter, addressed to the patrons in 1834, but found it had been mislaid, which obliges me to trust to memory alone, as I retained no copy of it.

Among the suggestions which I made to the College Committee and town-council on that occasion were the following:—First, that a French master should be appointed, with a fee of ten shillings and sixpence per quarter. Second, that the three junior classes should have their hour of interval from eleven to twelve, and the rector's class with the fourth, from twelve to one, so that the higher Arithmetic and Algebra might be taught at the latter hour, and the boys of the fourth have access if they chose. Third, that the Public Geometry and Algebra should be from three to four, when not only the rector's class, but any pupils from the junior classes might attend, at a fee of ten shillings and sixpence per quarter. Fourth, that there should be annually a four-month course of Practical Mathematics, with the use of Logarithms, from the 1st of April, between the hours of eight to nine in the morning, at ten shillings and sixpence per course. Fifth, that any pupil who required it, should have at any time a four-month course of Book-keeping, at ten shillings and sixpence per course. Sixth, that the course of study in the four junior classes should be called the "JUNIOR MEDALLIST COURSE," and in the rector's class, the "SENIOR MEDALLIST COURSE;" and that pupils passing through the one or other of these courses, should have the privilege of attending any of the subsidiary masters *on the above terms*, for one year thereafter, either at the High School, or, if the hour should be inconvenient, at the master's own private class. Seventh, that each of the masters of the four junior classes should, under the name of *the General*

Knowledge Class, daily instruct his pupils, not only in English Grammar and Composition, History and Geography, &c., but in Mental Arithmetic, and any thing which he believed to be essential, in addition to the classics, for preparing his pupils most effectually to discharge their duties in any sphere or condition of life in which it might please God to place them ; that the quarterly fee for this class should be only five shillings, the classical fee being fifteen shillings. Eighth, that the sum of five shillings per annum, levied on each of the pupils of the four junior classes for the benefit of the rector, and on the pupils of the rector's class for the benefit of the four masters, should be abolished ; and that the public fees of the rector's class, for Latin, Greek, and Composition, should be a guinea per quarter, with an annual payment in October of ten shillings and sixpence for instruction in Geography, Universal History, &c., two or three days a week.

Now, with regard to the course of study in the rector's class, I must say it appeared to me, as I know it did to a great majority of the public, that it was too exclusively classical, and occupied too much of the pupils' time. The only change which I considered necessary to render that class and the school completely popular, was, that the rector should appropriate three hours a week to Geometry, Algebra, and English Composition, alternately with his Geography and History class. This might be done either under his own superintendence, under that of the Mathematical master, or his assistant. As the rector had five hours a day, I thought this small deduction was but a reasonable concession to public opinion. To carry out this arrangement, it was absolutely necessary that he should adhere to the adjustment of time marked out by the patrons ; that he should cease to teach any of his classes at the hours appointed to the Mathematical master ; that he should levy his fees in the mode pointed out in the schedule ; that the hour for his new branches should be from two to three ; and that the aggregate expense of his general class, with the addition of these branches, should not exceed five guineas per annum. I feel assured that such an arrangement would have doubled or trebled his class, and of course his income. I could easily show how a drill-sergeant might be added without any additional expense.

These proposed improvements, having been the result of deep

and patient study, and for the most part tested by me throughout my long professional career, were in my estimation eminently calculated to meet the wishes of the public, and advance the interests of the institution. Although, however, they were warmly and unanimously approved of and adopted by the patrons of the school, and acquiesced in by the masters, circumstances to which, after so long an interval, it would be inexpedient to advert, checked the favourable working of the scheme, and prevented it from having that fair trial, so essential to every plan of reform which aspires to public favour. With the natural feelings which influence one, on seeing a cherished and anxiously elaborated scheme deprived in part of its efficiency, and from no defect in itself, failing to produce the anticipated results, I certainly felt disappointed.

After considering, however, the circumstances, I determined at all hazards to justify and carry through the course of study enacted by the patrons. Accordingly I arranged all my plans. I collected all my materials, purchased, composed, printed, stereotyped, employed drawers, engravers, and other artists to perfect the system, and carry it into complete operation. I went on with these improvements till I had expended L.850. With my whole apparatus now ready,—with all my implements in the finest order for performing my operations,—I opened the first class in October. The class amounted to ninety-eight, and contained a great deal of excellent talent. On the 15th of that month I announced in the public newspapers my determination to institute a series of public quarterly examinations, in presence of the most competent judges, with a view to contrast the *solid, rational, and intellectual system* of the High School, with the *expensive, visionary, and empirical schemes* then so much in vogue. In the end of December, when the class had been scarcely three months in training, I ventured upon my first public examination. It was attended by several of the professors, clergymen of the city, and other literary characters, as well as a large assemblage of auditors, who manifested the deepest interest in the proceedings, and expressed the highest approbation. The examination lasted five hours, and produced a very great effect. I continued these examinations *quarterly* for two years, and *annually* till the end of the course in 1839.

Reporters from some of the newspapers frequently attended, who gave very favourable notices of the exhibitions. At one and all of these examinations I commenced with stating, that I considered the High School system, as then revised and enacted by the town-council, and founded upon Classical, Arithmetical, and Mathematical instruction, in connexion with the collateral branches included under the head of General Knowledge, to be the best that could be devised for conferring all the advantages of a liberal education; and that I challenged comparison and competition. By a singular coincidence, while I am writing this letter, the dux of that class, whom I have not seen for six or seven years, and who afterwards carried off the highest honours in the rector's class, has just stepped in to pay me a visit. I have requested him to favour me, in the fewest words possible, with his recollections of the course of study which I then carried out and justified in presence of the assembled citizens of Edinburgh, and he has at once handed me the following very gratifying letter:—

“EDINBURGH, 30th *January* 1849.

“DEAR SIR,—It affords me much pleasure to give as complete a retrospect as my memory will furnish of your system of teaching, during the four years I received your instructions. First, then, I distinctly recollect that you carefully read with us *all* the classical books mentioned in the High School syllabus, as forming the work of the years in which I attended your class. Thus it will be seen, that you paid due attention to the classics. Of all these books we read more than the quantity usually gone through in classes of the same standing; nor was this done in a superficial manner, as every word was parsed, the sentences carefully analysed, peculiarities commented upon, and the ingenuity of the pupil exercised, and his comprehension insured, by his being made to vary the passages in a number of ways. In acquiring the rudiments of Latin and Greek, instead of being made to go through merely a few examples of the nouns, adjectives, and verbs, we declined and conjugated several thousands, and combined them in a variety of ways. These, moreover, and especially the verbs, we declined and conjugated in so many different modes, as to preclude all possibility of learning them by rote, and ensure the greatest accuracy and promptness in using them. During

the four years, we went several times entirely through Adam's Grammar; about six times (as nearly as I can recollect), through Turner's Grammatical Exercises; and nearly as often through Mair's Introduction; on both of which you bestowed much labour. Besides the above, we had daily versions, both English and Latin, to be done at home, and extempore translations from, and into Latin, in the class. We went several times entirely through the Greek Grammar and Vocabulary, with the same care that was bestowed on the Latin. The same can be said of the French Grammar. I recollect perfectly having read with you portions of Eutropius, Aurelius Victor, Cornelius Nepos, Phædrus, and Cæsar. How much we read in these I cannot recollect, but of the portions read in the other Classics I have a distinct remembrance. In Ovid we went through 450 lines from the beginning of the *Metamorphoses*; Pyramus and Thisbe, and the contest between Ajax and Ulysses; in Sallust, Cataline's conspiracy; and in Virgil, the whole of the *Eclogues*, and first four Books of the *Æneid*. The above were carefully parsed, and the verse scanned, and great part of it committed to memory; it having been a common exercise to propose a word, and make the pupil quote a line in which it occurred—to quote parallel passages, &c. In Greek, besides thorough preparation of the Grammar, the *Fables*, *Facetiæ* of Hierocles, and Odes of Anacreon from the *Analecta Minora* were read and parsed; as also the four Gospels, and Acts of the Apostles. Besides the Classics, very great attention was paid to English Grammar, Rhetoric, and the elements of Composition; to Geography, Mythology, and Antiquities; and to History, Roman, Grecian, and General. We got also short abstracts of various processes in Arts and Manufactures; of Natural History, and the properties of matter, &c. Mental Arithmetic formed part of the *daily* business of the class; and stated exercises were prescribed in Landscape Drawing and Mapping. The class was divided, first, into three large divisions, next into forms of ten or fifteen, and subdivisions of five. You generally heard the class by threes, so that each lesson was gone through three times, whereas by the common mode it would have been but once. You did not go straight round the class, but took the three at the head or foot of each division, form, &c. You varied the studies so that the mind might not flag by too close

an application to one task, gave us various relaxations, and often from eight to ten minutes run in the playgrounds; but, while the lessons were being done, you exacted the most perfect attention, such as I have rarely seen in any class. By so much parsing, and the thorough drilling upon the grammatical exercises, you fixed the rules firmly in our minds, enabled us to comprehend them, and thus gave the best introduction to Latin Composition and Translation; and as a proof that those rules (arranged by yourself) were deeply impressed, I may say, that they are the rules that even yet most readily occur to my mind; and I have found them the most definite and easily understood. Lastly, I shall only mention, that you did not confine your attention to the top boys, but often made it your boast, that the *three boys at the foot* had more of your care than the rest of the class.

Books read.—English, French, Latin, and Greek Grammars, Grammatical Exercises, Mair's Introduction, Sententiæ Selectæ, Synopsis of the Greek, Latin, and French Languages, with Themes, Latin Version Book (twice through), Eutropius and Aurelius Victor, Cornelius Nepos, Phædrus, Ovid, Cæsar, Virgil, Sallust; a large number of Martial's Epigrams, with minute scanning; Greek Testament, Analecta Minora, History of Rome, History of Greece, Figures of Rhetoric, Roman Antiquities.

Begging that you will excuse this hasty and imperfect communication, I remain, with much esteem, your's truly,

“JOHN DOUGALL.”

“Benjamin Mackay, Esq.”

The consequence of the public examinations above referred to was, that all attacks upon the school ceased; its system was acknowledged on all hands to be so perfect, that neither secret nor open enemies dared attack it, and we were permitted to go on in peace during the time that I afterwards remained in the establishment.

As teachers may feel a desire to hear and see something of the plans of one who was so long their fellow labourer, I take the liberty of subjoining for their consideration one or two of my modes of arranging, managing, and teaching a High School class, which were as follows :—

BACK.

Left Hand Passage.	FORMS	First Section of the First Division.		
	I.	1	2	3
		First Section of the Second Division.		
	II.	1	2	3
		Second Section of the Second Division.		
	III.	1	2	3
		Second Section of the First Division.		
	IV.	1	2	3
		Third Section of the Second Division.		
V.	1	2	3	
	First Section of the Third Division.			
VI.	1	2	3	
	Third Section of the First Division.			
VII.	1	2	3	
	Second Section of the Third Division.			
VIII.	1	2	3	
	Third Section of the Third Division.			
IX.	1	2	3	

Right Hand Passage.

FRONT.

Master's Desk.

Monitor's Desk

The mode of arranging a class, represented in the diagram on the preceding page, was adopted by me after numerous experiments, and many years of consideration. It is as applicable to a class of *three*, as to one of *three hundred*, the only difference being, that in the former case you have but one monitor, tutor, or assistant, and two pupils or wards; and in the other, a hundred monitors, with two hundred pupils. The arrangement is so simple that it may be understood in a few minutes, and immediately put in operation, without any difficulty. It proceeds upon the assumption, that where there is a certain number of pupils of the same standing as in the High School, properly trained and classified, the highest *third* may, *while learning new lessons themselves*, be most advantageously employed, during the greater part of any day, in acting as assistants or tutors, under the master, and inculcating upon the other two divisions all his instructions. It also proceeds upon the supposition, that he who is teaching others is pursuing the best method of teaching himself. Suppose my class to consist of 135 pupils; I formed it into three great divisions, each division into three sections, and each section into three sub-sections; so that there were three great divisions of forty-five each, containing nine sections of fifteen each, and twenty-seven sub-sections of five each, arranged as above. The figures within the lines mark the sub-sections. I seated the boys of the first division upon the first, fourth, and seventh forms; the second division, upon the second, third, and fifth forms; the third division, upon the sixth, eighth, and ninth forms. My desk stood in front, on the left, and the general monitor's on the right. I generally walked up and down in front, between my own desk and that of the general monitor, who occasionally communicated with me by handing a pencilled slip of paper. I sometimes walked up the passages, and through among all the divisions. This arrangement of the general class had numerous advantages. It exhibited a fine picture of order, which the boys, as well as myself, understood. Every boy knew his place, and I knew where to find him, and how to designate him. I could in a moment detect an absentee from his vacant place in the section or sub-section to which he belonged. I could keep the class in a constant state of activity, by calling them all up at once, or in divisions, sections, or sub-sections. I could most conveni-

ently and promptly confer promotion, or inflict degradation, upon any individual, according to his merit or demerit. It enabled me to adopt thirty or forty modes of teaching and examining the class, which the most arch and calculating could not anticipate; nor could they calculate when, how, or upon what part of the lesson they were to be examined. But, perhaps, the chief advantage of the system was, that it enabled me, in *half a minute*, to form my class into divisions or triads, under forty-five able, accurate monitors of my own training, upon whose fidelity I could place the most perfect reliance in correcting exercises, explaining difficulties, preparing new lessons, or revising old ones. My plan, too, had this singular advantage—that these monitors acted directly and immediately under my own oral instructions, which they conveyed every minute, fresh from my lips, to the pupils under their charge. The first forty-five boys, of course, formed the monitors to the other two divisions; the dux placing himself between the forty-sixth and forty-seventh boy; the second dux, between the forty-eighth and forty-ninth; and so down to the foot of the class. My mode of forming the divisions was as follows:—I first announced aloud, *I prepare to form divisions*, generally explaining, that the process must not occupy more than *half a minute*. I then called aloud, *Form divisions*, at the same time using my whistle. The first five boys of the first form sat still, the second five instantly descended by the right-hand passage to act as monitors on the second form; the third five took charge of the third form; while the boys of these two forms moved up towards their right to form divisions of three, as above described. The two remaining divisions formed exactly in the same manner, the monitors of the second and third sub-sections descending by the right-hand passage, and the others moving towards their own right by the left-hand passage, to take their stations under the monitors. All this, as I have said, was the work of half a minute. The class now formed forty-five divisions of three each, and occupied the nine forms as before; but the position of the pupils was entirely changed. They now presented the spectacle of ninety pupils, or wards, arranged two and two, the one on the right, and the other on the left, of the monitors, tutors, or assistant-teachers, who were in some degree answerable for their progress. I believe there was a great deal of mutual kindness be-

tween the parties, such as subsisted of old between the patrons and clients of ancient Rome; for I often observed the monitor, on his arrival, greeted with a friendly hug, or shake of the hand. The class being thus formed in divisions, I used the whistle, and proceeded forthwith to call upon one of the monitors, often the lowest, to read and construe the first sentence of the lesson. This done, I put a few questions, to explain, and remove difficulties; after which he read it a second time, and challenged any monitor within *three* of him. If the monitor could read the sentence, as he generally could, I called out "*Practise*," upon which, the forty-five monitors simultaneously read over the sentence, requiring each of their pupils to do so after them, and to answer any question proposed to him. In this way every sentence was six times read over, and once, at least, by every boy in the class. I then proceeded to the next sentence, going through the same process till the prescribed lesson was read; when I generally called upon some division or section to read the whole *twice* over. Thus the new lesson was always eight times read before leaving school, so that the pupils had merely to practise it at home, and say it next forenoon in the general class. In this manner were all the lessons for next day gone through, vocabulary and rules of grammar repeated, and exercises corrected. The second day I generally began at the foot, allowing each boy who said to challenge a boy above him in his own sub-section or section. The class had generally three or four lessons a day, each consisting of about ten or twelve lines. As the class advanced the lessons were often longer. It was characteristic of my system that the lessons were not begun in the morning, and finished in the afternoon, as is customary in most schools, but begun in the afternoon, practised at home, and said in the general class next forenoon. I may here mention that my class construed and parsed Analytically and Syntactically every word they read during the first three years, and scanned every line of poetry during the whole four years they attended me. They were equally well acquainted with the quantity of initial, middle, and final syllables, proving the two former when it was practicable by derivation and composition, and the latter by Ruddiman's Latin Rules.

In re-forming a general class, after they had been practising in divisions, the boys generally returned in the same way as they had

moved to form the divisions; but sometimes I made the monitors all move to their right, and seat themselves at the head of the nine forms (marked 1), where they remained ready to form divisions again if it should be necessary. This method had three advantages; first, it caused less stir; secondly, it took less time, as divisions could be formed or re-formed in a *quarter of a minute*; whereas the other method occupied *half a minute*; and, thirdly, by it I could bring any class, however numerous, most readily to its level, both as to scholarship and talent; it being only necessary to range the pupils on forms, in numbers divisible by *three*, such as fifteen, eighteen, twenty-one, twenty-four, &c., and subject each form to a separate and minute examination, bringing all the best scholars to the top in the compartments marked No. 1, and immediately employing one-third as monitors to the other two-thirds, who sat on the same forms. Although it may appear somewhat paradoxical and startling, I assert, that by the above methods a class of three hundred pupils may be taught with as much ease and efficiency as one of fifteen. These methods, therefore, appear to me the perfection of the monitorial system. I tried several other methods of arrangement, but regarded these two as by far the best. When I was to examine the class in presence of strangers, I sometimes moved the third section of the first division to the *ninth form* just in front of me. This always appeared to me like a fine military arrangement with my best troops at both extremities and in the centre. I think these explanations, read in connexion with the diagram, will enable any one to understand my arrangements—which I recommend to the attention of all teachers who wish to make a class do the greatest amount of work in the shortest time, and do it well.

It was a daily exercise of the class at meeting, simultaneously to stand up, and chant a stanza of a sacred hymn, which had a very fine effect in composing the mind. This was also occasionally done through the day, in order to relieve the languor or ennui caused by continued application; the three divisions in triads sometimes promenading for a minute or two round the room, and then returning to their seats in perfect order.

I regret to find that this letter has extended to such a length; but the High School is to me an interesting subject. I have now only to express my sincere wish that some of the hints which I

have thrown out may prove of service to that institution, or to the general cause of education. It was with considerable reluctance that I sat down to write on these subjects. I am now getting into the vale of years, and my mental vision is not so clear as it once was, but as I believed it might be the last opportunity I should have of recording some peculiarities in my practice during forty-two years spent in the arduous duties of public instruction, I thought it but right to overcome my scruples. The opinions of a veteran like myself may have a little weight, and may furnish some useful hints. Education is a subject on which there exists, and will always exist, a great diversity of opinion. Plato said, 2300 years ago, "*that the best system of education for both sexes is that which gives to the mind and to the body all the force, all the beauty, and all the perfection of which they are capable.*" In that opinion of the great philosopher I cheerfully concur. It must be admitted that vigour of mind is intimately connected with health and strength of body. In youth particularly, much exercise is necessary for the full development of the bodily organs. For this reason, I have always been delighted to see boys take a great deal of exercise in the open air. Up to the age of sixteen, they ought not to be confined to study more than five or six hours a day, and I think they ought always to have Saturday to themselves. The boys of the High School have a fine run in their own playground, and they ought to show that they appreciate it. The more exercise young people take, the healthier and more vigorous they become. Hard protracted study in early youth cramps the mind as well as the body. Exercise cannot be neglected with impunity in manhood or old age any more than in youth. Since I retired from the High School I have benefited much by exercise. During the last five years I have walked at least twenty thousand miles, either in my native country or in foreign lands. It is to a habit of early rising that, under Providence, I attribute chiefly my ability to have discharged the duties of a laborious profession so long. All young people should act upon the old maxim, "Early to bed, early to rise." But at whatever hour boys may be required to get up, I would have them to consider walking, running, leaping, hand-ball, foot-ball, cricket, shinty, bathing, fishing, &c., as the appropriate amusements and recreations of their vacant hours; and, if they take my advice, they

will, up to the age I have mentioned, devote to these exercises nearly as much of their time as to their daily lessons. I recommend to them to pay frequent visits to Arthur's Seat, Corstorphine Hill, and even to the Pentlands. The view of the surrounding country is beautiful, and, besides the exercise, will thus amply compensate them for the trouble.

Every High School boy knows that Sir Walter Scott was a pupil of the High School, and he cannot pass along to the Calton Hill without remarking and feeling proud of the splendid monument in Princes Street erected by his fellow countrymen to his immortal memory. In speaking of Sir Walter's early habits, education, and genius, the celebrated Harriet Martineau represents him in youth as "strengthening his constitution by exercise, roaming or lying about in the fields, reading novels, spearing salmon, and coming out of that wild sort of discipline robust as a ploughman, able to walk like a pedlar, industrious as a handicraftsman, intrepid as the bravest hero of his own immortal works, and withal by self-culture becoming, in the best sense of the words, deeply learned, and graced with the rarest combination of qualifications for enjoying existence, achieving fame, and blessing society."

To fond parents who are anxious for the rapid improvement of their children, and for early displays of their mental precocity, it may be satisfactory to be informed, that many of the most distinguished men that ever lived, the greatest warriors, philosophers, and poets; men who achieved the greatest results on the theatre of life, who have filled the world with their renown, who have stamped their own characters upon the age in which they lived, who have been the true representatives of the spirit and ideas of their time, who have bequeathed to posterity their "thoughts that breathe and words that burn," have not always been remarkable in early youth for either high mental cultivation or precocity of genius. Take as examples, Napoleon, Wellington, the great warriors of modern days; Nelson, Scott and Byron, Shakespeare and Sir Isaac Newton. Of Napoleon, we are assured on the best authority, that when a child he was merely distinguished by good health, but in other respects was like other boys; of his illustrious conqueror, I have been told, that in boyhood he showed no great aptitude for scholastic

studies, and to an ordinary eye was chiefly remarkable for a fondness of jokes, music, and musical instruments. Nelson, the greatest naval hero of our age, in early youth showed a hatred of the King's service, of which he was one day to become the brightest ornament. His martial achievements and his famous signal, "England expects every man to do his duty," have immortalized his name. Of Sir Walter Scott I have just spoken as chiefly delighting in field sports and romances, yet rising to the very pinnacle of earthly fame. Byron never attained to high scholarship, though possessing the same advantages as Sir Robert Peel, who was early distinguished for proficiency in science and literature; but he displayed great eccentricity and sometimes turbulence of character; spent a good deal of his time in boxing and fencing; annoyed his neighbours by keeping a bear and bull-dogs. His first literary production gave scarcely any indication of superior genius, but the severe handling which this juvenile work received from the Edinburgh Review produced that burst of talent, spite, revenge, and satirical indignation, the "English Bards and Scotch Reviewers," a production which was afterwards quite eclipsed by the splendid poem of Childe Harold, and the inimitable, though sometimes immoral, Don Juan. Of Shakespeare, the accounts are very contradictory; the most probable is, that from the poverty of his parents he received a very limited classical education, but by self-cultivation and high genius surmounted every difficulty, and attained to that imperishable fame, with which he will descend to latest posterity. The celebrated Adam Clarke was pronounced in boyhood "a grievous dunce," good for nothing but rolling large stones and making gigantic snowballs. Brinsley Sheridan was considered at Dublin and at Harrow "an impenetrable dunce," with whom neither severity nor indulgence could avail.

Sir Isaac Newton says of himself, that he was at first very inattentive to study, and ranked very low in school until the age of twelve; when at length, as we are informed by his biographer Sir David Brewster, the boy above him in the class, having one day given him a severe kick in the stomach, which occasioned him great pain, Isaac laboured incessantly till he got above the boy, and from that time he continued to rise till he was the head boy of the school. He employed much of his boyhood in watching

the motions of water-wheels, constructing wind-mills, water-clocks, and sun-dials, taking little interest in scholastic studies till this incident occurred. He was a posthumous child, the orphan son of a poor widow, who could scarcely afford to keep him at school, and often sent him to market to dispose of farm produce and purchase necessary articles. Yet for this surprising youth was reserved the glory of demonstrating the laws of gravitation, and making other most extraordinary discoveries which have immortalized his name. Pope says of him,—

“Nature and Nature's laws lay hid in night;
God said, ‘Let Newton be,’ and all was light.”

It is said that Sir Isaac was first led to turn his thoughts to the laws of gravitation by seeing from his window an apple drop from a tree in his garden! Newton's modesty was equal to his genius, ascribing whatever he had accomplished not to any peculiar talent with which nature had endowed him, but to perseverance and the habit of patient and continuous thought. A short time before his death he remarked, “I know not what I may appear to the world, but to myself I seem to have been like a boy playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, while the great ocean of truth lies undiscovered before me;” thus beautifully and powerfully contrasting the littleness of human knowledge with the extent of human ignorance, and manifesting his conviction, that discovery was yet in its infancy, and that most of the great secrets of nature were still unexplored.

There is but one important topic, I think, connected with my practice, not touched in this letter—I mean scholastic discipline. Now, in whatever light I might appear to my pupils, it was always my wish to be good-natured and indulgent, in so far as I believed it to be consistent with their true interests. I was anxious to blend, as far as order would permit, the *dulce* with the *utile*, administering as small an admixture as possible of the *amarum*. If the last ingredient sometimes preponderated, it might be found, upon investigation, that the symptoms of the patient justified the nature of the prescription. While, therefore, I entirely disapprove of severity, I maintain the absolute necessity of discipline,—strict, undeviating, uncompromising discipline, in all seminaries of education. Without it, there

would be nothing but idleness, disobedience, and insubordination. Every thing would get into disorder and anarchy. Connected with this subject, there is an anecdote of the late celebrated Dr Parr, which I very much admire. It has been alleged that the Doctor, while an instructor of youth, was rather a strict disciplinarian, and that, in order the more effectually to enforce and impress his instructions, he made a pretty free use of the birch. On one occasion, in a public company, a petulant young fellow thought proper to address him aloud in the following terms:—"Dr Parr, Have you given up yet that abominable habit of flogging?" At first, the Doctor took no notice, nor pretended to hear him; but, upon a repetition of the question, turning towards the young man with great dignity and sternness, he said, "Sir, Discipline is necessary to form a soldier,—discipline is necessary to form a scholar,—it is also necessary to form a *gentleman*, and the want of discipline, Sir, has made you *what you are*."

After all, I regard him as the most skilful teacher, who stimulates his pupils to exertion rather by motives acting on the mind than by stripes on the body; by mental pleasure rather than by corporal pain. The birch is utterly unknown in the High School. Flogging, during the present century, has fallen into complete disuse. In my own class, there was not a single instance of it during my long connexion with the seminary; nor did I ever hear of it in any of the other classes. The taws, no doubt, was generally at hand, but it was considered rather as a convenient concomitant of authority, and quickener of motion and action, than as an instrument of degrading punishment. When applied, however, it was, I believe, regarded as rather painful than pleasant; though I have often heard the lads in after-life allude as humorously, as loudly, and as joyously to the *palmy* days they had passed in the High School, as if they had been there presented with palm branches as badges of distinction and emblems of victory. Hence, I infer, the infliction had left little soreness behind it. The usual punishment of trivial delinquencies, such as occasional idleness or neglect of duty, was either loss of rank in the class, or a supernumerary exercise called a *pœna*. The former of these is generally severe enough for an ingenuous mind. Of the *pœna*, though a literary task of a useful nature, the boys were very unfond, regarding it at once

as a classical establishment might be diminished, or its prosperity endangered, I did not hesitate to recommend such an alteration in the arrangement of the hours, and such improvements in the course of study, as I thought absolutely necessary to enable the youth attending the seminary to discharge with success the ordinary duties of after life. As my opinions have been already fully stated respecting the course of study of which I approve, I shall only say, that the College Committee adopted all my suggestions, and unanimously recommended them to the town-council, who as unanimously passed them into a law. I lately applied at the Council Chamber to see my letter, addressed to the patrons in 1834, but found it had been mislaid, which obliges me to trust to memory alone, as I retained no copy of it.

Among the suggestions which I made to the College Committee and town-council on that occasion were the following:—First, that a French master should be appointed, with a fee of ten shillings and sixpence per quarter. Second, that the three junior classes should have their hour of interval from eleven to twelve, and the rector's class with the fourth, from twelve to one, so that the higher Arithmetic and Algebra might be taught at the latter hour, and the boys of the fourth have access if they chose. Third, that the Public Geometry and Algebra should be from three to four, when not only the rector's class, but any pupils from the junior classes might attend, at a fee of ten shillings and sixpence per quarter. Fourth, that there should be annually a four-month course of Practical Mathematics, with the use of Logarithms, from the 1st of April, between the hours of eight to nine in the morning, at ten shillings and sixpence per course. Fifth, that any pupil who required it, should have at any time a four-month course of Book-keeping, at ten shillings and sixpence per course. Sixth, that the course of study in the four junior classes should be called the "JUNIOR MEDALLIST COURSE," and in the rector's class, the "SENIOR MEDALLIST COURSE;" and that pupils passing through the one or other of these courses, should have the privilege of attending any of the subsidiary masters *on the above terms*, for one year thereafter, either at the High School, or, if the hour should be inconvenient, at the master's own private class. Seventh, that each of the masters of the four junior classes should, under the name of *the General*

Knowledge Class, daily instruct his pupils, not only in English Grammar and Composition, History and Geography, &c., but in Mental Arithmetic, and any thing which he believed to be essential, in addition to the classics, for preparing his pupils most effectually to discharge their duties in any sphere or condition of life in which it might please God to place them ; that the quarterly fee for this class should be only five shillings, the classical fee being fifteen shillings. Eighth, that the sum of five shillings per annum, levied on each of the pupils of the four junior classes for the benefit of the rector, and on the pupils of the rector's class for the benefit of the four masters, should be abolished ; and that the public fees of the rector's class, for Latin, Greek, and Composition, should be a guinea per quarter, with an annual payment in October of ten shillings and sixpence for instruction in Geography, Universal History, &c., two or three days a week.

Now, with regard to the course of study in the rector's class, I must say it appeared to me, as I know it did to a great majority of the public, that it was too exclusively classical, and occupied too much of the pupils' time. The only change which I considered necessary to render that class and the school completely popular, was, that the rector should appropriate three hours a week to Geometry, Algebra, and English Composition, alternately with his Geography and History class. This might be done either under his own superintendence, under that of the Mathematical master, or his assistant. As the rector had five hours a day, I thought this small deduction was but a reasonable concession to public opinion. To carry out this arrangement, it was absolutely necessary that he should adhere to the adjustment of time marked out by the patrons ; that he should cease to teach any of his classes at the hours appointed to the Mathematical master ; that he should levy his fees in the mode pointed out in the schedule ; that the hour for his new branches should be from two to three ; and that the aggregate expense of his general class, with the addition of these branches, should not exceed five guineas per annum. I feel assured that such an arrangement would have doubled or trebled his class, and of course his income. I could easily show how a drill-sergeant might be added without any additional expense.

These proposed improvements, having been the result of deep

and patient study, and for the most part tested by me throughout my long professional career, were in my estimation eminently calculated to meet the wishes of the public, and advance the interests of the institution. Although, however, they were warmly and unanimously approved of and adopted by the patrons of the school, and acquiesced in by the masters, circumstances to which, after so long an interval, it would be inexpedient to advert, checked the favourable working of the scheme, and prevented it from having that fair trial, so essential to every plan of reform which aspires to public favour. With the natural feelings which influence one, on seeing a cherished and anxiously elaborated scheme deprived in part of its efficiency, and from no defect in itself, failing to produce the anticipated results, I certainly felt disappointed.

After considering, however, the circumstances, I determined at all hazards to justify and carry through the course of study enacted by the patrons. Accordingly I arranged all my plans. I collected all my materials, purchased, composed, printed, stereotyped, employed drawers, engravers, and other artists to perfect the system, and carry it into complete operation. I went on with these improvements till I had expended L.850. With my whole apparatus now ready,—with all my implements in the finest order for performing my operations,—I opened the first class in October. The class amounted to ninety-eight, and contained a great deal of excellent talent. On the 15th of that month I announced in the public newspapers my determination to institute a series of public quarterly examinations, in presence of the most competent judges, with a view to contrast the *solid, rational, and intellectual system* of the High School, with the *expensive, visionary, and empirical schemes* then so much in vogue. In the end of December, when the class had been scarcely three months in training, I ventured upon my first public examination. It was attended by several of the professors, clergymen of the city, and other literary characters, as well as a large assemblage of auditors, who manifested the deepest interest in the proceedings, and expressed the highest approbation. The examination lasted five hours, and produced a very great effect. I continued these examinations *quarterly* for two years, and *annually* till the end of the course in 1839.

Reporters from some of the newspapers frequently attended, who gave very favourable notices of the exhibitions. At one and all of these examinations I commenced with stating, that I considered the High School system, as then revised and enacted by the town-council, and founded upon Classical, Arithmetical, and Mathematical instruction, in connexion with the collateral branches included under the head of General Knowledge, to be the best that could be devised for conferring all the advantages of a liberal education; and that I challenged comparison and competition. By a singular coincidence, while I am writing this letter, the dux of that class, whom I have not seen for six or seven years, and who afterwards carried off the highest honours in the rector's class, has just stepped in to pay me a visit. I have requested him to favour me, in the fewest words possible, with his recollections of the course of study which I then carried out and justified in presence of the assembled citizens of Edinburgh, and he has at once handed me the following very gratifying letter:—

“EDINBURGH, 30th January 1849.

“DEAR SIR,—It affords me much pleasure to give as complete a retrospect as my memory will furnish of your system of teaching, during the four years I received your instructions. First, then, I distinctly recollect that you carefully read with us *all* the classical books mentioned in the High School syllabus, as forming the work of the years in which I attended your class. Thus it will be seen, that you paid due attention to the classics. Of all these books we read more than the quantity usually gone through in classes of the same standing; nor was this done in a superficial manner, as every word was parsed, the sentences carefully analysed, peculiarities commented upon, and the ingenuity of the pupil exercised, and his comprehension insured, by his being made to vary the passages in a number of ways. In acquiring the rudiments of Latin and Greek, instead of being made to go through merely a few examples of the nouns, adjectives, and verbs, we declined and conjugated several thousands, and combined them in a variety of ways. These, moreover, and especially the verbs, we declined and conjugated in so many different modes, as to preclude all possibility of learning them by rote, and ensure the greatest accuracy and promptness in using them. During

the four years, we went several times entirely through Adam's Grammar; about six times (as nearly as I can recollect), through Turner's Grammatical Exercises; and nearly as often through Mair's Introduction; on both of which you bestowed much labour. Besides the above, we had daily versions, both English and Latin, to be done at home, and extempore translations from, and into Latin, in the class. We went several times entirely through the Greek Grammar and Vocabulary, with the same care that was bestowed on the Latin. The same can be said of the French Grammar. I recollect perfectly having read with you portions of Eutropius, Aurelius Victor, Cornelius Nepos, Phædrus, and Cæsar. How much we read in these I cannot recollect, but of the portions read in the other Classics I have a distinct remembrance. In Ovid we went through 450 lines from the beginning of the *Metamorphoses*; Pyramus and Thisbe, and the contest between Ajax and Ulysses; in Sallust, Cataline's conspiracy; and in Virgil, the whole of the *Eclogues*, and first four Books of the *Æneid*. The above were carefully parsed, and the verse scanned, and great part of it committed to memory; it having been a common exercise to propose a word, and make the pupil quote a line in which it occurred—to quote parallel passages, &c. In Greek, besides thorough preparation of the Grammar, the Fables, *Facetiæ* of Hierocles, and Odes of Anacreon from the *Analecta Minora* were read and parsed; as also the four Gospels, and Acts of the Apostles. Besides the Classics, very great attention was paid to English Grammar, Rhetoric, and the elements of Composition; to Geography, Mythology, and Antiquities; and to History, Roman, Grecian, and General. We got also short abstracts of various processes in Arts and Manufactures; of Natural History, and the properties of matter, &c. Mental Arithmetic formed part of the *daily* business of the class; and stated exercises were prescribed in Landscape Drawing and Mapping. The class was divided, first, into three large divisions, next into forms of ten or fifteen, and subdivisions of five. You generally heard the class by threes, so that each lesson was gone through three times, whereas by the common mode it would have been but once. You did not go straight round the class, but took the three at the head or foot of each division, form, &c. You varied the studies so that the mind might not flag by too close

an application to one task, gave us various relaxations, and often from eight to ten minutes run in the playgrounds; but, while the lessons were being done, you exacted the most perfect attention, such as I have rarely seen in any class. By so much parsing, and the thorough drilling upon the grammatical exercises, you fixed the rules firmly in our minds, enabled us to comprehend them, and thus gave the best introduction to Latin Composition and Translation; and as a proof that those rules (arranged by yourself) were deeply impressed, I may say, that they are the rules that even yet most readily occur to my mind; and I have found them the most definite and easily understood. Lastly, I shall only mention, that you did not confine your attention to the top boys, but often made it your boast, that the *three boys at the foot* had more of your care than the rest of the class.

Books read.—English, French, Latin, and Greek Grammars, Grammatical Exercises, Mair's Introduction, Sententiæ Selectæ, Synopsis of the Greek, Latin, and French Languages, with Themes, Latin Version Book (twice through), Eutropius and Aurelius Victor, Cornelius Nepos, Phædrus, Ovid, Cæsar, Virgil, Sallust; a large number of Martial's Epigrams, with minute scanning; Greek Testament, Analecta Minora, History of Rome, History of Greece, Figures of Rhetoric, Roman Antiquities.

Begging that you will excuse this hasty and imperfect communication, I remain, with much esteem, your's truly,

“JOHN DOUGALL.”

“Benjamin Mackay, Esq.”

The consequence of the public examinations above referred to was, that all attacks upon the school ceased; its system was acknowledged on all hands to be so perfect, that neither secret nor open enemies dared attack it, and we were permitted to go on in peace during the time that I afterwards remained in the establishment.

As teachers may feel a desire to hear and see something of the plans of one who was so long their fellow labourer, I take the liberty of subjoining for their consideration one or two of my modes of arranging, managing, and teaching a High School class, which were as follows :—

BACK.				
Left Hand Passage.	FORMS	First Section of the First Division.		
	I.	1	2	3
		First Section of the Second Division.		
	II.	1	2	3
		Second Section of the Second Division.		
	III.	1	2	3
		Second Section of the First Division.		
	IV.	1	2	3
		Third Section of the Second Division.		
	V.	1	2	3
		First Section of the Third Division.		
	VI.	1	2	3
	Third Section of the First Division.			
VII.	1	2	3	
	Second Section of the Third Division.			
VIII.	1	2	3	
	Third Section of the Third Division.			
IX.	1	2	3	
FRONT.				
Master's Desk.		Monitor's Desk.		

The mode of arranging a class, represented in the diagram on the preceding page, was adopted by me after numerous experiments, and many years of consideration. It is as applicable to a class of *three*, as to one of *three hundred*, the only difference being, that in the former case you have but one monitor, tutor, or assistant, and two pupils or wards; and in the other, a hundred monitors, with two hundred pupils. The arrangement is so simple that it may be understood in a few minutes, and immediately put in operation, without any difficulty. It proceeds upon the assumption, that where there is a certain number of pupils of the same standing as in the High School, properly trained and classified, the highest *third* may, *while learning new lessons themselves*, be most advantageously employed, during the greater part of any day, in acting as assistants or tutors, under the master, and inculcating upon the other two divisions all his instructions. It also proceeds upon the supposition, that he who is teaching others is pursuing the best method of teaching himself. Suppose my class to consist of 135 pupils; I formed it into three great divisions, each division into three sections, and each section into three sub-sections; so that there were three great divisions of forty-five each, containing nine sections of fifteen each, and twenty-seven sub-sections of five each, arranged as above. The figures within the lines mark the sub-sections. I seated the boys of the first division upon the first, fourth, and seventh forms; the second division, upon the second, third, and fifth forms; the third division, upon the sixth, eighth, and ninth forms. My desk stood in front, on the left, and the general monitor's on the right. I generally walked up and down in front, between my own desk and that of the general monitor, who occasionally communicated with me by handing a pencilled slip of paper. I sometimes walked up the passages, and through among all the divisions. This arrangement of the general class had numerous advantages. It exhibited a fine picture of order, which the boys, as well as myself, understood. Every boy knew his place, and I knew where to find him, and how to designate him. I could in a moment detect an absentee from his vacant place in the section or sub-section to which he belonged. I could keep the class in a constant state of activity, by calling them all up at once, or in divisions, sections, or sub-sections. I could most conveni-

ently and promptly confer promotion, or inflict degradation, upon any individual, according to his merit or demerit. It enabled me to adopt thirty or forty modes of teaching and examining the class, which the most arch and calculating could not anticipate; nor could they calculate when, how, or upon what part of the lesson they were to be examined. But, perhaps, the chief advantage of the system was, that it enabled me, in *half a minute*, to form my class into divisions or triads, under forty-five able, accurate monitors of my own training, upon whose fidelity I could place the most perfect reliance in correcting exercises, explaining difficulties, preparing new lessons, or revising old ones. My plan, too, had this singular advantage—that these monitors acted directly and immediately under my own oral instructions, which they conveyed every minute, fresh from my lips, to the pupils under their charge. The first forty-five boys, of course, formed the monitors to the other two divisions; the dux placing himself between the forty-sixth and forty-seventh boy; the second dux, between the forty-eighth and forty-ninth; and so down to the foot of the class. My mode of forming the divisions was as follows:—I first announced aloud, *Prepare to form divisions*, generally explaining, that the process must not occupy more than *half a minute*. I then called aloud, *Form divisions*, at the same time using my whistle. The first five boys of the first form sat still, the second five instantly descended by the right-hand passage to act as monitors on the second form; the third five took charge of the third form; while the boys of these two forms moved up towards their right to form divisions of three, as above described. The two remaining divisions formed exactly in the same manner, the monitors of the second and third sub-sections descending by the right-hand passage, and the others moving towards their own right by the left-hand passage, to take their stations under the monitors. All this, as I have said, was the work of half a minute. The class now formed forty-five divisions of three each, and occupied the nine forms as before; but the position of the pupils was entirely changed. They now presented the spectacle of ninety pupils, or wards, arranged two and two, the one on the right, and the other on the left, of the monitors, tutors, or assistant-teachers, who were in some degree answerable for their progress. I believe there was a great deal of mutual kindness be-

tween the parties, such as subsisted of old between the patrons and clients of ancient Rome; for I often observed the monitor, on his arrival, greeted with a friendly hug, or shake of the hand. The class being thus formed in divisions, I used the whistle, and proceeded forthwith to call upon one of the monitors, often the lowest, to read and construe the first sentence of the lesson. This done, I put a few questions, to explain, and remove difficulties; after which he read it a second time, and challenged any monitor within *three* of him. If the monitor could read the sentence, as he generally could, I called out "*Practise*," upon which, the forty-five monitors simultaneously read over the sentence, requiring each of their pupils to do so after them, and to answer any question proposed to him. In this way every sentence was six times read over, and once, at least, by every boy in the class. I then proceeded to the next sentence, going through the same process till the prescribed lesson was read; when I generally called upon some division or section to read the whole *twice* over. Thus the new lesson was always eight times read before leaving school, so that the pupils had merely to practise it at home, and say it next forenoon in the general class. In this manner were all the lessons for next day gone through, vocabulary and rules of grammar repeated, and exercises corrected. The second day I generally began at the foot, allowing each boy who said to challenge a boy above him in his own sub-section or section. The class had generally three or four lessons a day, each consisting of about ten or twelve lines. As the class advanced the lessons were often longer. It was characteristic of my system that the lessons were not begun in the morning, and finished in the afternoon, as is customary in most schools, but begun in the afternoon, practised at home, and said in the general class next forenoon. I may here mention that my class construed and parsed Analytically and Syntactically every word they read during the first three years, and scanned every line of poetry during the whole four years they attended me. They were equally well acquainted with the quantity of initial, middle, and final syllables, proving the two former when it was practicable by derivation and composition, and the latter by Ruddiman's Latin Rules.

In re-forming a general class, after they had been practising in divisions, the boys generally returned in the same way as they had

moved to form the divisions; but sometimes I made the monitors all move to their right, and seat themselves at the head of the nine forms (marked 1), where they remained ready to form divisions again if it should be necessary. This method had three advantages; first, it caused less stir; secondly, it took less time, as divisions could be formed or re-formed in a *quarter of a minute*; whereas the other method occupied *half a minute*; and, thirdly, by it I could bring any class, however numerous, most readily to its level, both as to scholarship and talent; it being only necessary to range the pupils on forms, in numbers divisible by *three*, such as fifteen, eighteen, twenty-one, twenty-four, &c., and subject each form to a separate and minute examination, bringing all the best scholars to the top in the compartments marked No. 1, and immediately employing one-third as monitors to the other two-thirds, who sat on the same forms. Although it may appear somewhat paradoxical and startling, I assert, that by the above methods a class of three hundred pupils may be taught with as much ease and efficiency as one of fifteen. These methods, therefore, appear to me the perfection of the monitorial system. I tried several other methods of arrangement, but regarded these two as by far the best. When I was to examine the class in presence of strangers, I sometimes moved the third section of the first division to the *ninth form* just in front of me. This always appeared to me like a fine military arrangement with my best troops at both extremities and in the centre. I think these explanations, read in connexion with the diagram, will enable any one to understand my arrangements—which I recommend to the attention of all teachers who wish to make a class do the greatest amount of work in the shortest time, and do it well.

It was a daily exercise of the class at meeting, simultaneously to stand up, and chant a stanza of a sacred hymn, which had a very fine effect in composing the mind. This was also occasionally done through the day, in order to relieve the languor or ennui caused by continued application; the three divisions in triads sometimes promenading for a minute or two round the room, and then returning to their seats in perfect order.

I regret to find that this letter has extended to such a length; but the High School is to me an interesting subject. I have now only to express my sincere wish that some of the hints which I

have thrown out may prove of service to that institution, or to the general cause of education. It was with considerable reluctance that I sat down to write on these subjects. I am now getting into the vale of years, and my mental vision is not so clear as it once was, but as I believed it might be the last opportunity I should have of recording some peculiarities in my practice during forty-two years spent in the arduous duties of public instruction, I thought it but right to overcome my scruples. The opinions of a veteran like myself may have a little weight, and may furnish some useful hints. Education is a subject on which there exists, and will always exist, a great diversity of opinion. Plato said, 2300 years ago, "*that the best system of education for both sexes is that which gives to the mind and to the body all the force, all the beauty, and all the perfection of which they are capable.*" In that opinion of the great philosopher I cheerfully concur. It must be admitted that vigour of mind is intimately connected with health and strength of body. In youth particularly, much exercise is necessary for the full development of the bodily organs. For this reason, I have always been delighted to see boys take a great deal of exercise in the open air. Up to the age of sixteen, they ought not to be confined to study more than five or six hours a day, and I think they ought always to have Saturday to themselves. The boys of the High School have a fine run in their own playground, and they ought to show that they appreciate it. The more exercise young people take, the healthier and more vigorous they become. Hard protracted study in early youth cramps the mind as well as the body. Exercise cannot be neglected with impunity in manhood or old age any more than in youth. Since I retired from the High School I have benefited much by exercise. During the last five years I have walked at least twenty thousand miles, either in my native country or in foreign lands. It is to a habit of early rising that, under Providence, I attribute chiefly my ability to have discharged the duties of a laborious profession so long. All young people should act upon the old maxim, "Early to bed, early to rise." But at whatever hour boys may be required to get up, I would have them to consider walking, running, leaping, hand-ball, foot-ball, cricket, shinty, bathing, fishing, &c., as the appropriate amusements and recreations of their vacant hours; and, if they take my advice, they

will, up to the age I have mentioned, devote to these exercises nearly as much of their time as to their daily lessons. I recommend to them to pay frequent visits to Arthur's Seat, Corstorphine Hill, and even to the Pentlands. The view of the surrounding country is beautiful, and, besides the exercise, will thus amply compensate them for the trouble.

Every High School boy knows that Sir Walter Scott was a pupil of the High School, and he cannot pass along to the Calton Hill without remarking and feeling proud of the splendid monument in Princes Street erected by his fellow countrymen to his immortal memory. In speaking of Sir Walter's early habits, education, and genius, the celebrated Harriet Martineau represents him in youth as "strengthening his constitution by exercise, roaming or lying about in the fields, reading novels, spearing salmon, and coming out of that wild sort of discipline robust as a ploughman, able to walk like a pedlar, industrious as a handicraftsman, intrepid as the bravest hero of his own immortal works, and withal by self-culture becoming, in the best sense of the words, deeply learned, and graced with the rarest combination of qualifications for enjoying existence, achieving fame, and blessing society."

To fond parents who are anxious for the rapid improvement of their children, and for early displays of their mental precocity, it may be satisfactory to be informed, that many of the most distinguished men that ever lived, the greatest warriors, philosophers, and poets; men who achieved the greatest results on the theatre of life, who have filled the world with their renown, who have stamped their own characters upon the age in which they lived, who have been the true representatives of the spirit and ideas of their time, who have bequeathed to posterity their "thoughts that breathe and words that burn," have not always been remarkable in early youth for either high mental cultivation or precocity of genius. Take as examples, Napoleon, Wellington, the great warriors of modern days; Nelson, Scott and Byron, Shakespeare and Sir Isaac Newton. Of Napoleon, we are assured on the best authority, that when a child he was merely distinguished by good health, but in other respects was like other boys; of his illustrious conqueror, I have been told, that in boyhood he showed no great aptitude for scholastic

studies, and to an ordinary eye was chiefly remarkable for a fondness of jokes, music, and musical instruments. Nelson, the greatest naval hero of our age, in early youth showed a hatred of the King's service, of which he was one day to become the brightest ornament. His martial achievements and his famous signal, "England expects every man to do his duty," have immortalized his name. Of Sir Walter Scott I have just spoken as chiefly delighting in field sports and romances, yet rising to the very pinnacle of earthly fame. Byron never attained to high scholarship, though possessing the same advantages as Sir Robert Peel, who was early distinguished for proficiency in science and literature; but he displayed great eccentricity and sometimes turbulence of character; spent a good deal of his time in boxing and fencing; annoyed his neighbours by keeping a bear and bull-dogs. His first literary production gave scarcely any indication of superior genius, but the severe handling which this juvenile work received from the Edinburgh Review produced that burst of talent, spite, revenge, and satirical indignation, the "English Bards and Scotch Reviewers," a production which was afterwards quite eclipsed by the splendid poem of Childe Harold, and the inimitable, though sometimes immoral, Don Juan. Of Shakespeare, the accounts are very contradictory; the most probable is, that from the poverty of his parents he received a very limited classical education, but by self-cultivation and high genius surmounted every difficulty, and attained to that imperishable fame, with which he will descend to latest posterity. The celebrated Adam Clarke was pronounced in boyhood "a grievous dunce," good for nothing but rolling large stones and making gigantic snowballs. Brinsley Sheridan was considered at Dublin and at Harrow "an impenetrable dunce," with whom neither severity nor indulgence could avail.

Sir Isaac Newton says of himself, that he was at first very inattentive to study, and ranked very low in school until the age of twelve; when at length, as we are informed by his biographer Sir David Brewster, the boy above him in the class, having one day given him a severe kick in the stomach, which occasioned him great pain, Isaac laboured incessantly till he got above the boy, and from that time he continued to rise till he was the head boy of the school. He employed much of his boyhood in watching

the motions of water-wheels, constructing wind-mills, water-clocks, and sun-dials, taking little interest in scholastic studies till this incident occurred. He was a posthumous child, the orphan son of a poor widow, who could scarcely afford to keep him at school, and often sent him to market to dispose of farm produce and purchase necessary articles. Yet for this surprising youth was reserved the glory of demonstrating the laws of gravitation, and making other most extraordinary discoveries which have immortalized his name. Pope says of him,—

“ Nature and Nature's laws lay hid in night;
God said, ‘ Let Newton be,’ and all was light.”

It is said that Sir Isaac was first led to turn his thoughts to the laws of gravitation by seeing from his window an apple drop from a tree in his garden! Newton's modesty was equal to his genius, ascribing whatever he had accomplished not to any peculiar talent with which nature had endowed him, but to perseverance and the habit of patient and continuous thought. A short time before his death he remarked, “ I know not what I may appear to the world, but to myself I seem to have been like a boy playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, while the great ocean of truth lies undiscovered before me ;” thus beautifully and powerfully contrasting the littleness of human knowledge with the extent of human ignorance, and manifesting his conviction, that discovery was yet in its infancy, and that most of the great secrets of nature were still unexplored.

There is but one important topic, I think, connected with my practice, not touched in this letter—I mean scholastic discipline. Now, in whatever light I might appear to my pupils, it was always my wish to be good-natured and indulgent, in so far as I believed it to be consistent with their true interests. I was anxious to blend, as far as order would permit, the *dulce* with the *utile*, administering as small an admixture as possible of the *amarum*. If the last ingredient sometimes preponderated, it might be found, upon investigation, that the symptoms of the patient justified the nature of the prescription. While, therefore, I entirely disapprove of severity, I maintain the absolute necessity of discipline,—strict, undeviating, uncompromising discipline, in all seminaries of education. Without it, there

would be nothing but idleness, disobedience, and insubordination. Every thing would get into disorder and anarchy. Connected with this subject, there is an anecdote of the late celebrated Dr Parr, which I very much admire. It has been alleged that the Doctor, while an instructor of youth, was rather a strict disciplinarian, and that, in order the more effectually to enforce and impress his instructions, he made a pretty free use of the birch. On one occasion, in a public company, a petulant young fellow thought proper to address him aloud in the following terms:—"Dr Parr, Have you given up yet that abominable habit of flogging?" At first, the Doctor took no notice, nor pretended to hear him; but, upon a repetition of the question, turning towards the young man with great dignity and sternness, he said, "Sir, Discipline is necessary to form a soldier,—discipline is necessary to form a scholar,—it is also necessary to form a *gentleman*, and the want of discipline, Sir, has made you *what you are*."

After all, I regard him as the most skilful teacher, who stimulates his pupils to exertion rather by motives acting on the mind than by stripes on the body; by mental pleasure rather than by corporal pain. The birch is utterly unknown in the High School. Flogging, during the present century, has fallen into complete disuse. In my own class, there was not a single instance of it during my long connexion with the seminary; nor did I ever hear of it in any of the other classes. The taws, no doubt, was generally at hand, but it was considered rather as a convenient concomitant of authority, and quickener of motion and action, than as an instrument of degrading punishment. When applied, however, it was, I believe, regarded as rather painful than pleasant; though I have often heard the lads in after-life allude as humorously, as loudly, and as joyously to the *palmy* days they had passed in the High School, as if they had been there presented with palm branches as badges of distinction and emblems of victory. Hence, I infer, the infliction had left little soreness behind it. The usual punishment of trivial delinquencies, such as occasional idleness or neglect of duty, was either loss of rank in the class, or a supernumerary exercise called a *pœna*. The former of these is generally severe enough for an ingenuous mind. Of the *pœna*, though a literary task of a useful nature, the boys were very unfond, regarding it at once

as a sore imposition, a severe punishment, and a great bore. From the general tone of good feeling among the boys, their correct moral conduct, their prompt obedience to their masters, and readiness to do their duty, punishments of any description were not often necessary. Grave offences against morality were always punished with expulsion, but these were of very rare occurrence; not oftener, on an average, than once or twice in a quarter of a century. In the High School, any gross violation of the principles of morality is sure to call forth from the whole classes a burst of virtuous indignation, which proves the care bestowed upon the early instruction of the pupils by their parents and teachers.

In conclusion, it is my decided opinion, after a very long experience, that pupils educated at the High School ought to come out, at the age of fifteen or sixteen, not only well instructed in the Latin and Greek Classics, and the other branches preparatory for College and the learned professions, but in Geometry, Practical Mathematics, Algebra, and all those parts of elementary knowledge necessary for admission into the army and navy, the counting-house, and any other department of civil life that may present itself; thus superadding to their classical learning a valuable stock of Scientific and General Knowledge. But, with all the advantages of such a course, the pupil must still be reminded that, comprehensive and excellent as any system of education may be, it can never supersede the necessity of future study and self-cultivation on his own part, even after he has gone through the whole curriculum. The most proper course of study may have been prescribed, the masters may have discharged their duty with the utmost fidelity, both in cultivating the understanding, and instilling the best principles; they may have succeeded in laying a solid and broad foundation, but it is the pupil's individual efforts that must rear and complete the fabric. It is to the exercise of his own powers, to the force of his own character, and the soundness of his moral principles that he is to look forward for success and honourable distinction in life. A good system of education may do much for a man; it may train his mind and correct his habits; it may smooth his path; it may put him in the most favourable position for exercising his faculties; but if he is ambitious to rise to usefulness and eminence among his fellow men, he

must think for himself; he must read and study; listen and observe; remember and compare, reflect and reason; and he must exercise much consideration and forethought in order to calculate chances, weigh consequences, and anticipate results. With all this he must pursue his object with undeviating steadiness and indomitable perseverance—"with an eye that never winks, and a wing that never tires." He who acts in this manner, with a due regard to health, and an humble dependence upon Divine Providence, needs not despair of success, nor of being one day a discoverer in nature, in art, or in science,—the architect of his own fortune, and a benefactor to his species.

BENJAMIN MACKAY.

No. XI.

CATALOGUE OF A FEW OF THE PERSONS OF EMINENCE AND RANK
EDUCATED AT THE HIGH SCHOOL OF EDINBURGH.

THE period of attendance is reckoned from the year in which the pupil entered the school. The usual practice is to remain under one of the classical masters four consecutive sessions, and two years, or at least one, under the rector. In the first list, which consists of *deceased* pupils, the names of the teachers under whom each scholar studied are printed in italics.¹

Adam, Robert, Architect to Geo. III., and M.P. for Kinross-shire.—*Anderson*, 1740; *Lees*, Rector, 1741, 1742.

Adam, William (son of the preceding), Lord Chief Commissioner of the Jury Court in Scotland.—*French*, 1760-1763; *Matheson*, R. 1764.

Agnew, Sir Andrew, of Lochnaw, Bart.—*Fraser*, 1773-1776; *Adam*, R. 1777, 1778.

Alexander, William, Lord Chief Baron of England.—*Bartlet*, 1763, 1764; *Matheson*, R. 1765.

¹ In most cases the lists of each session are in the handwriting of the respective teachers; but in some of the early years the signature of every boy in the class is given. In the event of another edition, a fuller list of pupils will be given; and notices of old High School scholars, if forwarded to our publishers, will be most acceptable.

Arbuthnot, Sir William, Bart., Lord Provost of Edinburgh.—*Fraser*, 1773-1776; *Adam*, R. 1777, 1778.

Bannatyne, Sir William M'Leod, Lord Bannatyne, one of the Judges of the Court of Session in Scotland.—*Lees*, R. 1755, 1756.

Beatson, William-Stuart, Commissary-General, Bengal. See App. p. 135.

Bell, Sir Charles, Professor of Surgery in the University of Edinburgh, and author of the Bridgewater Treatise on "The Hand."—*Cruikshank*, 1784-1786; *Adam*, R. 1787, 1788.

Bell, George-Joseph, Professor of Scots Law in the University of Edinburgh, and author of a Treatise on the Law of Scotland.—*Cruikshank*, 1784-1786; *Adam*, R. 1787, 1788.

Bell, John, Surgeon in Edinburgh; author of the treatise on "Gunshot Wounds," &c.—*French*, 1768-1771; *Adam*, R. 1772, 1773.

Bell, Robert, Lecturer on Conveyancing to the Society of Writers to H. M. Signet, and author of the "Forms of Deeds," &c.—*Adam*, R. 1772.

Belsches, Sir John Stuart, of Invermay, Bart., one of the Barons of Exchequer in Scotland.—*French*, 1760-1763.

Berry, Robert, afterwards Ferguson of Raith, M.P. for Haddingtonshire, and Lord Lieutenant of Fifeshire.—*Fraser*, 1777-1780.

Berry, afterwards General Sir Ronald Crawford Ferguson (brother of the preceding), G.C.B., M.P. for Nottingham.—*Nicol*, 1778.

Binning, Charles, Lord, afterwards 8th Earl of Haddington.—*French*, 1765-1767; *Adam*, R. 1768.

Blair, Hugh, D.D., Edinburgh, author of Sermons, and Lectures on Rhetoric and the Belles Lettres.—*Arbuthnot*, R. 1729.

Blair, Robert, Minister of Athelstaneford, and author of "The Grave, a Poem."—*Skene*, R. 1711.

Blair, Robert, of Avontown (son of the preceding), Lord President of the Court of Session.—*Matheson*, R. 1764, 1765.

Blair, Robert, D.D., Rector of Barton Saint Andrews, in Barton Bendish, County of Norfolk.—*Fraser*, 1771-1773; *Adam*, R. 1774, 1775.

Blantyre, Robert-Walter, 11th Lord.—*Nicol*, 1784, 1785; *Adam*, R. 1786.

Boswell, James, the biographer of Dr Samuel Johnson.—*Gilchrist*, 1756.

Bruce, John, of Falkland, Professor of Logic in the University of Edinburgh, and afterwards Historiographer to the Hon. E. I. Company.—*Matheson*, R. 1761.

Campbell, Colonel John (second son of Lord Stonefield), who distinguished himself at the siege of Mangalore.—*French*, 1759-1763.

Campbell, Sir Archibald, Bart., Lord Succoth, one of the Judges of the Court of Session.—*Cruickshank*, 1777-1780; *Adam*, R. 1781, 1782.

Campbell, John, younger of Succoth, M.P. for Dumbartonshire. See APP. p. 136.

Campbell, Sir Neil.—*Fraser*, 1784.

Cauvin, Louis, Teacher of French in Edinburgh, and founder of an Educational Hospital in the vicinity of Edinburgh.—*French*, 1763-1766; *Adam*, R. 1767, 1768.

Cheyne, John, M.D., Physician-General to H.M. Forces in Ireland, and author of "Essays on Partial Derangement of the Mind in supposed connexion with Religion."—*Adam*, R. 1788.

Cleghorn, Hugh, Professor of Civil History, St Andrews.—*French*, 1762; *Matheson*, R. 1763.

Colden, Cadwallader, author of "The Life of Fulton." New York, 1817.—*Fraser*, 1787.

Combe, Andrew, M.D., Physician to the Queen for Scotland, and Honorary Physician to the King and Queen of the Belgians; author of "Physiology applied to Physical and Mental Education," &c.—*Irvine*, 1805-1809; *Pillans*, R. 1809.

Coutts, Thomas, Banker in London.—*Rae*, 1743-1745; *Lees*, R. 1746, 1747.

Craigie, Robert, Lord Craigie, one of the Judges of the Court of Session.—*Bartlet*, 1762, 1763; *Matheson*, R. 1764.

Cruickshanks, William, Surgeon, London, author of "The Anatomy of the Absorbent Vessels of the Human Body."—*Lees*, R. 1758.

Davidson, Joshua-Henry, First Physician to the Queen for Scotland.—*Fraser*, 1793-1796; *Adam*, R. 1797, 1798.

Dick, Sir Alexander-Cunningham, of Prestonfield, Bart.,

M.D., President of the College of Physicians of Edinburgh.—*Skene*, R. 1716.

Dick, Sir William, of Prestonfield, Bart.—*Fraser*, 1769-1772 ; *Adam*, R. 1773, 1774.

Dick, Sir Robert-Keith, of Prestonfield, Bart.—*French*, 1783-1786 ; *Adam*, R. 1787.

Douglas, Charles, 5th Marquess of Queensberry.—*Fraser*, 1785-1788.

Douglas, David, Lord Reston, one of the Judges of the Court of Session.—*Fraser*, 1777-1780 ; *Adam*, R. 1781, 1782.

Doane, Lord, afterwards 10th Earl of Moray.—*French*, 1772-1775.

Drummond, George, six times Lord Provost of Edinburgh.—*Skene*, R. 1699.

Drummond, William, of Hawthornden, the Poet and Historian.—*Rollock*, R. 1599.

Duncan, Andrew, jun., M.D., Professor of Materia Medica in the Univ. of Edinburgh.—*Cruikshank*, 1780-1783 ; *Adam*, R. 1784, 1785.

Dundas, Charles, M.P. for Orkney and Shetland.—*Gilchrist*, 1758. See APP. p. 57.

Dundas, Robert, of Arniston, Lord Chief Baron of the Court of Exchequer in Scotland.—*Farquhar*, 1764 ; *Adam*, R.

Dundas, Major-General Thomas.—*Gilchrist*, 1758. See APP. p. 58.

Dundas, William, Lord Clerk Register of Scotland, M.P. for Edinburgh.—*Adam*, R. 1771.

Dunglas, Lord, afterwards 10th Earl of Home.—*Adam*, R. 1783.

Durham, General James, of Largo.—*Matheson*, 1764.

Erroll, William, 16th Earl of.—*Cruikshank*, 1779.

Erskine, John, D.D., Edinburgh ; author of "Theological Dissertations," &c.—*Lees*, R. 1732.

Erskine, Thomas, afterwards Lord Chancellor of England. On the authority of the Annual Register for 1823 the name is here inserted. Erskine first attended the High School of Edinburgh, and then, as we have stated in page 134 of our text was under Mr Halket, at St Andrews.

Erskine, William, "the chief literary confidant and counsellor

of Sir Walter Scott ;" afterwards Lord Kinnedder, one of the Judges of the Court of Session.—*Adam*, R. 1782, 1783.

Ewing, Greville, of the Independent Church, Glasgow ; author of a Greek and English Scripture Lexicon.—*French*, 1776-1778.

Ferguson, George, Lord Hermand, one of the Judges of the Court of Session.—*Lees*, R. 1755, 1756.

Ferguson, Robert, the Poet.—*Gilchrist*, 1758-1761.

Forbes, Sir William, of Pitsligo, Bart. See APP. p. 131.

Fettes, Sir William,¹ Bart., Lord Provost of Edinburgh.—*Gilchrist*, 1758, 1759.

Gilchrist, John-Borthwick, Professor of Hindostanee in the College of Fort William.—*Adam*, R. 1773.

Gray, Charles, afterwards 13th Baron Gray, of Gray and Kinfauns.—*Matheson*, R. 1764.

Grant, Lewis-Alexander, 5th Earl of Seafield.—*Nicol*, 1774-1777 ; *Adam*, R. 1778.

Greig, Sir Alexis, Admiral in the Russian service, for many years Commander-in-Chief of the Fleet in the Black Sea, Member of the Imperial Council, Knight of all the Russian Orders.—*French*, 1783-1785 ; *Christison*, 1786 ; *Adam*, R. 1787.

Hall, Captain Basil, R.N., author of *Voyages, &c.*—*Fraser*, 1797-1800.

Haldane, Robert, of Auchingray, author of an "Exposition of the Epistle to the Romans."—*Adam*, R. 1778.

Halyburton, Lord Douglas-Gordon, (son of the 4th Earl of Aboyne), M.P. for Forfarshire.—*Fraser*, 1785-1789 ; *Adam*, R. 1790.

Hamilton, George, D.D., Gladsmuir, Moderator of the General Assembly of the Church of Scotland in 1805.—*French*, 1768-1770 ; *Adam*, R. 1771.

Hamilton, Robert, LL.D., Professor of Mathematics, Marischal College, Aberdeen, and author of the "Inquiry concerning the Rise and Progress, the Redemption, and Present [1813] State of the National Debt of Great Britain," &c.—*Lees*, R. 1755.

¹ Sir William Fettes bequeathed the greater part of his large estate to form an endowment for the maintenance, education, and outfit of young people, whose parents have fallen into adverse circumstances.

Hay, George, afterwards 6th Marquess of Tweeddale.—*Gilchrist*, 1763, 1764; *Matheson*, R. 1765.

Henderson, Sir Robert, of Fordell, Bart.—*Fraser*, 1770-1773; *Adam*, R. 1774.

Hepburn, Sir John-Buchan, of Smeaton, Bart.—*Adam*, R. 1780.

Heriot, George, Postmaster-General of British North America, and author of "Travels through the Canadas.—*Fraser*, 1772; *Adam*, R. 1773.

Heriot, John (brother of the preceding). Comptroller of Chelsea Hospital.—*Fraser*, 1772; *Adam*, R. 1773.

Home, Patrick, of Wedderburn, M.P. for Berwickshire.—*Lees*, R. 1742.

Hope, Admiral Sir George, one of the Lords of the Admiralty.—*Fraser*, 1775-1778.

Hope, John, an eminent General, afterwards 4th Earl of Hopetoun.—*Nicol*, 1775-1778; *Adam*, R. 1779.

Hope, Lieut.-General Sir John, G.C.H., who served under Wellington in the Peninsula.—*Adam*, R. 1778.

Hope, Admiral Sir William, one of the Lords of the Admiralty.—*Fraser*, 1775, 1776.

Horner, Francis. See APP. p. 132.

Hume, David, one of the Barons of Exchequer, and author of a treatise on the "Criminal Law of Scotland."—*French*, 1765, 1766; *Matheson*, R. 1767.

Hutcheson, Gilbert, Judge Advocate of Scotland, and author of the "Justice of Peace."—*French*, 1776-1779; *Adam*, R. 1780.

Hutton, James, M.D., author of the "Theory of the Earth."—*Lees*, R. 1738, 1739.

Inveruray, Anthony-Adrian, Lord, afterwards 8th Earl of Kintore.—*Christison*, 1803-1805; *Carson*, 1806; *Adam*, R. 1807.

Irvine, Alexander, Lord Newton, one of the Judges of the Court of Session.—*Fraser*, 1773-1776; *Adam*, R. 1777.

Keill, John, Savilian Professor of Astronomy in the University of Oxford.—*Skene*, R. 1684.

Keith-Elphinstone, George, Viscount Keith, K.B., Admiral of the Red, &c.—*Rae*, 1754.

Kincaid, Alexander, Lord Provost of Edinburgh.—*Rae*, 1738.

Lauder, Sir John, Lord Fountainhall.—About 1659.

Lauder, Sir Thomas Dick, of Fountainhall, Bart., author of "Account of the Floods in Moray," &c.—*Cruikshank*, 1794; *Cririe*, 1795.

Law, John, of Lauriston, Comptroller-General of the Finances of France, under the regency of Orleans.—About 1683.

Lothian, William, D.D., author of the "History of the United Provinces of the Netherlands."—*Lees*, R. 1753.

Macdonald, Colonel John.—*Adam*, R. 1770. See p. 209, *et seq.*

Macgregor, Colonel Peter-Murray.—*Gilchrist*, 1762-1764. See p. 139, *et seq.*

Mackenzie, Sir George-Stewart, of Coul, Bart., author of "Travels in Iceland."—*Christison*, 1795, 1796.

Mackenzie, Henry, author of the "Man of Feeling," &c.—*Farquhar*, 1753-1756; *Lees*, R. 1757. See p. 102, *et seq.*

Macknight, Thomas, D.D., Edinburgh; Moderator of the General Assembly of the Church of Scotland in 1820.—*Bartlet*, 1772; *Cruikshank*, 1773; *Adam*, R. 1774.

MacLaurin, John, Lord Dreghorn, one of the Judges of the Court of Session.—*Rae*, 1745, 1746; *Lees*, R. 1747.

Maconochie, Allan, Lord Meadowbank, one of the Judges of the Court of Session.—About 1755.

Macvicar, Neil, Lord Provost of Edinburgh.—*Gilchrist*, 1751-1753; *Lees*, R. 1754, 1755.

McCheyne, Robert-Murray, Minister of St. Peter's Church, Dundee; one of the Deputation from the Church of Scotland to Palestine in 1839.—*Irvine*, 1821-1824; *Carson*, R. 1825, 1826.

Maitland, Lord James, afterwards 8th Earl of Lauderdale.—*Gilchrist*, 1765, 1766; *Fraser*, 1767, 1768; *Adam*, R. 1769, 1770.

Maitland, Right Hon. Sir Thomas (brother of the preceding), Governor of Malta.—*Gilchrist*, 1765, 1766; *Fraser*, 1767, 1768; *Adam*, R. 1769, 1770.

Maitland, Rear Admiral Sir Frederick-Lewis, K.C.B.—*Fraser*, 1788; *Adam*, R. 1789, 1790.

Makdougall, Sir Henry-Hay, of Makerstoun, Bart.—*Anderson*, 1744-1747; *Lees*, R. 1748.

Manderston, John, Lord Provost of Edinburgh —*Cruikshank*, 1772.

Marjoribanks, Campbell, Chairman of the Directors of the H. E. I. Company.—*Farguhar*, 1756, 1757.

Marjoribanks, Sir John, Bart., Lord Provost of Edinburgh, and M.P. for Berwickshire.—*Cruikshank*, 1776; *Adam*, R. 1777.

Marjoribanks, Stewart, M.P. for Hythe.—*Christison*, 1786; *Adam*, R. 1787, 1788.

Maxwell, Sir William, of Monreith, Bart.—*Adam*, R. 1708.

Menzies, Sir Neil, of Menzies, Bart., Honorary Secretary to the Highland Society of Scotland.—*Nicol*, 1787-1789; *Adam*, R. 1790, 1791.

Miller, Sir William, Bart., Lord Glenlee, one of the Judges of the Court of Session.—*Bartlet*, 1764, 1765.

Milne, Admiral Sir David, of Milnegraden.—*Bartlet*, 1770-1773; *Adam*, R. 1774, 1775.

Montgomery, Sir James, of Stanhope, Bart., sometime Lord Advocate of Scotland.—*Fraser*, 1773-1777; *Adam*, R. 1778.

Murray, Sir George, M.P. for Perthshire, Master-General of the Ordnance.—*Cruikshank*, 1781-1783; *Adam*, R. 1784.

Murray, Sir Patrick (brother of the preceding), one of the Barons of Exchequer in Scotland.—*French*, 1781, 1782; *Adam*, R. 1783, 1784.

Murray, James-Wolfe, Lord Cringletie, one of the Judges of the Court of Session.—*Fraser*, 1767, 1768; *Adam*, R. 1769.

Mutter, Lieut.-Col. James, 3d Regiment.—*Fraser*, 1779, 1780; *Adam*, R. 1781.

Mutter, Joseph, afterwards Lieut.-General Sir Joseph Straton, of Kirkside.—*Fraser*, 1785-1788; *Adam*, R. 1789.

Mylne, Robert, Architect of Blackfriars' Bridge, and Surveyor of St Paul's Cathedral.—*Barclay*, 1742-1745; *Lees*, R. 1746, 1747.

Mylne, William (brother of the preceding), Architect, Edinburgh.—*Barclay*, 1742-1745; *Lees*, R. 1746, 1747.

Nisbet, Sir John, of Dean, Bart.—*Adam*, R. 1781, 1782.

Oswald, Richard-Alexander, of Auchincruive, M.P. for Ayrshire.—*Adam*, R. 1783, 1784.

Patterson, John-Brown. See APP. p. 137.

Pittenweem, Lord, afterwards Earl of Kelly, distinguished as a Musical Composer.—*Anderson*, 1744; *Lees*, R. 1745.

Primrose, Neil, Lord, 3d Earl of Rosebery.—*Rae*, 1757.

Rae, Sir William, Bart., sometime Lord Advocate for Scotland.—*Nicol*, 1780, 1781; *Adam*, R. 1782.

Ramsay, Lord George, afterwards 9th Earl of Dalhousie, Governor of Canada, &c.—*Nicol*, 1780, 1781; *Adam*, R. 1782.

Ramsay, Allan, Portrait Painter to King George III.—*Arbuthnot, R.*, 1726.

Robertson, William, Lord Robertson, eldest son of the historian, one of the Judges of the Court of Session.—*Gilchrist*, 1762-1765.

Rosehill, Lord, eldest son of the Earl of Northesk.—*Gilchrist*, 1761.

Ross, Sir Charles Lockhart, of Balnagowan and Bonnington, Bart.—*Fraser*, 1769-1772; *Adam*, R. 1773.

Ross, Matthew, Dean of the Faculty of Advocates.—*Farquhar*, 1760, 1761; *Matheson*, R. 1762.

Ross, Walter, author of "Lectures on Conveyancing."—*Farquhar*, 1760, 1761.

Russell, James, Professor of Surgery in the University of Edinburgh.—*Gilchrist*, 1761-1764.

Russell, Alexander, author of the "History of Aleppo."—About 1714.

Sandford, Sir Daniel-Keyt, Kt., D.C.L. Oxon., Professor of Greek in the University of Glasgow, and M.P. for Paisley.—*Ritchie*, 1808-1809; *Pillans*, R. 1810, 1811.

Scott, Sir Walter, of Abbotsford, Bart., the poet, historian, and novelist.—*Fraser*, 1779-1781; *Adam*, R. 1782.

Scott, Lieut.-Col. Sir Walter, of Abbotsford, Bart. (elder son of the preceding.)—*Irvine*, 1809-1812; *Pillans*, R. 1813, 1814

Short, James, the optician and constructor of reflecting telescopes.—About 1712.

Sibbald, Sir Robert, Kt., M.D., President of the Royal College of Physicians—*Wallace*, R. 1652.

Sinclair, Sir John, of Ulbster, Bart., M.P. for Caithness, author of many works, and editor of the "Statistical Account of Scotland."—*Farquhar*, 1761-1763.

Sinclair, Sir Robert.—*Fraser*, 1773-1776; *Adam*, 1777.

Smellie, William, author of the "Philosophy of Natural History."—*Lees*, R. about 1753.

Stewart, Dugald, Professor of Moral Philosophy in the University of Edinburgh.—*Farguhar*, 1761-1764 ; *Matheson*, R. 1765, 1766.

Stirling, Sir James, Bart., Lord Provost of Edinburgh.—*Lees*, R. 1750, 1751.

Stirling, Sir Gilbert, of Mansfield, Bart.—*Christison*, 1787.

Strathmore, John, 10th Earl of.—*Adam*, R. 1781.

Stuart, Gilbert, LL.D., author of "View of Society in Europe."—*Rae*, 1751-1754.

Strahan, William, Printer and Publisher in London ; M.P. for Wotton Bassett, in Wiltshire.—About 1725.

Suttie, Sir George Grant, of Balgone and Prestongrange, Bart., sometime M.P. for Haddington.—*French*, 1770.

Thomson, John, the first Professor of Music in the University of Edinburgh.—*Pillans*, R. 1819, 1820.

Threipland, Moncrieff, Barrister at Bombay.—*Nicol*, 1779-1781 ; *Adam*, R. 1782.

Threipland, Sir Patrick Murray, of Fingask, Bart.—*French*, 1771.

Trotter, William, Lord Provost of Edinburgh.—*Fraser*, 1778-1780 ; *Adam*, R. 1781.

Trotter, General Thomas.—*Matheson*, R. 1764.

Tytler, Alexander, Lord Woodhouselee, author of "Elements of General History," &c.—*Rae*, 1755-1757 ; *Matheson*, R. 1758, 1759.

Tytler, William, of Woodhouselee, author of an "Inquiry, historical and critical, into the Evidence against Mary, Queen of Scots."—*Arbuthnot*, R. about 1724.

Walker, Francis, afterwards Sir Francis Walker Drummond, of Hawthornden, Bart.—*Cruikshank*, 1788-1791 ; *Adam*, R. 1792.

Walker, Sir Patrick, of Coates.—*Cruikshank*, 1784-1787 ; *Adam*, R. 1788, 1789.

Walker, Josiah, Professor of Humanity in the University of Glasgow, author of "The Defence of Order."—*Adam*, R. 1774.

Warrender, Right Hon. Sir George, of Lochend, Bart., M.P. for Honiton.—*Nicol*, 1791-1793.

Watson, John, Writer to H.M. Signet, and founder of an educational Hospital in Edinburgh.—*Rae*, 1739-1741.

Webster, Alexander, D.D., Edinburgh; Moderator of the General Assembly of the Church of Scotland in 1753.—*Arbuthnot*, R. about 1719.

Wedderburn,¹ *Alexander*, afterwards Lord Chancellor of England, under the title of Lord Loughborough.—*Anderson*, 1741-1744; *Lees*, R. 1745.

Welsh, David, D.D., Professor of Ecclesiastical History, Edinburgh; Moderator of the General Assembly of the Church of Scotland in 1842.—*Carson*, 1806, 1807.

Wight, Alexander, author of a "Treatise on the Laws of Election," sometime Solicitor-General for Scotland.—*Adam*, R. 1776.

Wilde, John, Professor of Civil Law in the University of Edinburgh.—*Adam*, R. 1766, 1767.

Williamson, David-Robertson-Ewart, Lord Balgray, one of the Judges of the Court of Session.—*Fraser*, 1768-1771; *Adam*, R. 1772, 1773.

Wood, Sir Alexander, K.C.M.G., formerly Chief Secretary at the Ionian Islands.—*Cruikshank*, 1780-1783; *Adam*, R. 1784.

Of persons still *living*, who received their early classical education at the High School of Edinburgh, we shall here subjoin a short list, which, as well as the preceding, might have easily been enlarged, had our limits permitted.

¹ We have already spoken (See p. 69), of Wedderburn's connexion with the High School, and of his having been a pupil of Barclay. When a young man, the future Lord Chancellor of England wrote a critique, in the "Edinburgh Review" for 1755, of his early preceptor's Greek Grammar. "The study of the Greek tongue," says he, "which had long been neglected, has of late begun to revive in this country. Glasgow first showed the example; and other places have not been slow to follow it. The only grammar used for the teaching of Greek is the late Professor Alexander Dunlop's; the accuracy and conciseness of it are both very remarkable; but in teaching a language to children, a more plain and familiar grammar was certainly wanting. Mr Barclay, to whose merit as a schoolmaster we are glad to bear testimony, has thought it his duty to supply this want. It is his practice to teach his pupils Greek at a much earlier period than is usual in other places. The success of this method sufficiently appears in the progress several of his pupils have made, who frequently come from his school better Greek scholars than many of those who have been three years at our University,"

It is impossible to state how many in the learned professions of Law, Medicine, and Divinity, or as Officers in the Army and Navy, and individuals holding high positions in society, both at home and abroad, were educated at this seminary. As a specimen, we give the result of an investigation as to the number of the present members of the College of Justice in Scotland:—

1. *Ten* of the *thirteen* Judges; namely, Lords Justice-Clerk Hope, Cockburn, Fullerton, Jeffrey, Mackenzie, Medwyn, Moncreiff, Murray, Robertson, Wood. 2. *Three* retired Judges; Lords President Hope, Meadowbank, Pitmilley. 3. Of the Faculty of Advocates, whose number may be stated at 430, at least *ninety-eight*, including two Principal Clerks of Session, and sixteen Sheriffs-Depute of counties. 4. Of the Society to H.M. Signet, 620 in number, *one hundred and eighty*, including one Principal Clerk of Session.

Allan, Sir William, R.A. and P.R.S.A., her Majesty's Limner for Scotland.

Allan, William, of Glen, formerly Lord Provost of Edinburgh.

Anderson, Adam, late Solicitor-General for Scotland.

Arbuthnot, Sir Robert-Keith, Bart., H.E.I.C. Civil Service, Bombay.

Arnott, George-Arnott-Walker, LL.D., Professor of Botany in the University of Glasgow.

Balfour, John-Hutton, M.D., Professor of Botany in the University of Edinburgh.

Bell, Sydney, an English Barrister, editor of Law Reports of the House of Lords.

Black, Adam, late Lord Provost of Edinburgh.

Blair, William, of Avontown, Judge in the Ionian Islands, author of "Slavery among the Romans."

Bonar, Archibald, Manager of the Edinburgh and Glasgow Bank.

Brougham and Vaux, Baron, formerly Lord Chancellor of England. See APP. p. 132.

Brougham, William, one of the Masters in Chancery.

Brunton, Alexander, D.D., Edinburgh, Moderator of the General Assembly of the Church of Scotland in 1823; late Professor of Oriental Languages in the University of Edinburgh.

Burn, William, Architect, London.

Burnet, John, Engraver, London.

Caitness, the Earl of

Camperdown, the Earl of

Campbell, Sir James, of Aberuchill and Kilbride, Bart.

Cheape, Douglas, Advocate, late Professor of Civil Law in the University of Edinburgh.

Christison, Robert, M.D., Professor of Materia Medica in the University of Edinburgh.

Christopher, Robert-Adam, M.P. for Lincolnshire, formerly M.P. for Edinburgh.

Clerk, Sir George, of Penicuik, Bart. See APP. p. 135.

Cockburn, Henry, Lord Cockburn, one of the Judges of the Court of Session in Scotland.

Colquhoun, John-Campbell, of Killermont, late M.P. for New-castle-under-Lyne.

Combe, George, Writer to H.M. Signet, author of a "System of Phrenology."

Corrie, Thomas, Manager of the British Linen Company's Bank.

Cowan, Charles, M.P. for Edinburgh.

Craig, Sir James-Gibson, of Riccarton, Bart., Senior Member of the Society of Writers to H.M. Signet.

Craig, William-Gibson, younger of Riccarton, one of the Lords of the Treasury, and M.P. for Edinburgh.

Crichton, Sir Archibald-William, formerly Physician to the Emperor of Russia.

Douglas, James, of Cavers, author of "The Advancement of Society in Knowledge and Religion," &c.

Drummond, Henry-Home, of Blair-Drummond, M.P. for Perthshire.

Duncan, Lieut.-General Alexander, of Gattonside.

Dundas, Sir David, M.P. for Sutherlandshire, late Solicitor-General of England.

Dundas, Sir David, of Beechwood and Dunira, Bart.

Dundas, Robert-Adam. See *Christopher*.

Dundas, William-Pitt, Deputy Clerk-Register for Scotland.

Dunfermline, Lord, late Speaker of the House of Commons.

Elcho, Francis, Lord, eldest son of the Earl of Wemyss and March.

Elphinstone, the Hon. Mountstuart, formerly Governor of Bombay, and author of the "History of India."

Elphinstone, Sir Howard, of Sowerby, Bart., D.C.L., late M.P. for Hastings.

Erskine, Thomas, Advocate, author of "Essay on Faith," &c.

Erskine, William, translator of the "Memoirs of the Emperor Baber."

Fairfax, Colonel Sir Henry, of Holmes, Bart.

Ferguson, Sir Adam, Deputy-Keeper of the Regalia of Scotland.

Forbes, John-Hay, Lord Medwyn, one of the Judges of the Court of Session.

Forbes, William, of Callendar, M.P. for Stirlingshire.

Fullerton, John, Lord Fullerton, one of the Judges of the Court of Session.

Forrest, Sir James, of Comiston, Bart., formerly Lord Provost of Edinburgh.

Fyfe, Andrew, M.D., Professor of Chemistry, King's College, Aberdeen.

Gordon, Lewis D. B., Professor of Civil Engineering and Mechanics, University of Glasgow.

Grant, Robert E., Professor of Comparative Anatomy and Zoology, University College, London.

Grantley, the Earl of

Greig, Sir Hector, formerly Chief Secretary at Malta.

Gunn, William-Maxwell. See APP. pp. 113, 138.

Hamilton, Thomas, R.S.A., Architect, Edinburgh.

Hay, Major-General Lord James.

Hay, Lord John, Capt. R.N., one of the Lords of the Admiralty.

Hay, Sir John, of Park, Bart.

Henderson, William, M.D., Professor of Pathology in the University of Edinburgh.

Hope, Right Hon. Charles, late Lord President of the Court of Session. See APP. p. 130.

Hope, Right Hon. John, Lord Justice-Clerk of Scotland.

Horner, Leonard, late President of the Geological Society.

Huie, Richard, M.D., Edinburgh, author of "Sacred Lyrics," &c.

Huntly, the Marquess of.

Innes, Cosmo, Advocate, Professor of Civil History in the University of Edinburgh.

Jackson, Thomas-Thomson, Professor of Biblical Criticism, St Mary's College, St Andrews.

Jamieson, Robert, D.D. Glasgow, author of an "Account of Eastern Manners, illustrative of the Old and New Testament Histories, &c."

Jardine, Sir Henry, of Harwood, Kt., late Queen's Remembrancer for Scotland.

Jeffrey, Francis, Lord Jeffrey, one of the Judges of the Court of Session.

Johnston, Alexander-Keith, F.R.G.S., Geographer in Ordinary to her Majesty, author of "The National," and editor of "The Physical Atlas."

Johnston, Right Hon. William, of Kirkhill, Lord Provost of Edinburgh.

Kilpatrick, John, formerly a Judge in the Ionian Islands.

Kinloch, Sir David, of Gilmerton, Bart.

Lauderdale, the Earl of, Lord-Lieutenant of Berwickshire.

Learmonth, John, of Dean, formerly Lord Provost of Edinburgh.

Macdougall, Patrick C., Professor of Moral Philosophy, New College, Edinburgh. See APP. p. 138.

Maconochie, Alexander, of Meadowbank, late one of the Judges of the Court of Session.

Maconochie, Allan, Professor of Law, University of Glasgow.

M'Crie, Thomas, D.D., Edinburgh; Professor of Divinity to the United Original Seceders in Scotland.

M'Farlan, David, H.E.I.C.S., formerly Chief Magistrate of Calcutta.

Mackenzie, Joshua-Henry, Lord Mackenzie, one of the Judges of the Court of Session.

Mackenzie, William-Forbes, of Portmore, M.P. for Peeblesshire.

MacLagan, David, M.D., Surgeon to the Queen for Scotland.

Macrobin, John, M.D., Professor of Medicine, Marischal College, Aberdeen.

Maitland, Thomas, of Dundrennan, M.P. for the Stewartry of Kirkcudbright; Solicitor-General for Scotland.

Matheson, James, M.P. for Ross and Cromarty.

Matheson, Thomas, M.P. for Ashburton.

Melville, Viscount, Keeper of the Privy Seal in Scotland, and formerly First Lord of the Admiralty.

Menzies, Allan, Professor of Conveyancing in the University of Edinburgh.

Menzies, William, Advocate, Judge at the Cape of Good Hope.

Milne, David, of Milnegraden, Advocate, and author of "Essay on Comets," &c.

Mitchell, Graham, LL.D., author of "The Young Man's Guide against Infidelity."

Moncreiff, Sir James, of Tulliebole, Bart. Lord Moncreiff, one of the Judges of the Court of Session.

Monypenny, David, of Pitmilny, late one of the Judges of the Court of Session.

Murray, Sir John-Archibald, Lord Murray, one of the Judges of the Court of Session.

Murray, William, of Henderland. See p. 136.

Napier, Sir Charles, Rear-Admiral of the White, &c.

Napier, Mark, Advocate, author of "Memoir of John Napier of Merchiston," &c.

Panmure, William-Maule, Lord Panmure.

Paul, John, D.D., St Cuthberts, Edinburgh; Moderator of the General Assembly of the Church of Scotland in 1847.

Paul, Robert, Manager of the Commercial Bank of Scotland.

Peddie, Lieut.-Col. John-Crofton, Royal North British Fusiliers.

Pillans, James, Professor of Humanity in the University of Edinburgh. See APP. p. 65.

Pitcairn, Robert, editor of "Criminal Trials of Scotland," &c.

Pringle, Sir John, of Stichel, Bart.

Pringle, Norman, British Consul at Stockholm.

Ramsay, William, Professor of Humanity in the University of Glasgow.

Ramsay, William-Ramsay, of Barnton, late M.P. for Edinburgh-shire.

Reddie, James, Advocate, Legal Assessor to the City of Glasgow, and author of "An Historical View of the Law of Maritime Commerce."

Reid, David-Boswell, M.D., author of "Elements of Chemistry."

Richards, Alfred-Bate, author of "Cromwell," a tragedy, &c.

Riddell, Sir James Miles, of Ardnamurchan, Bart.

Robertson, Patrick, Lord Robertson, one of the Judges of the Court of Session.

Rollo, William, 9th Baron, of Duncrub.

Romanes, George, Professor of Classical Literature, Queen's College, Canada.

Rutherford, Andrew, of Lauriston, M.P. for Leith, &c., Lord Advocate for Scotland. See APP. p. 135.

Skene, George, late Professor of Civil History in the University of Edinburgh.

Smollett, Alexander, of Bonhill, M.P. for Dumbartonshire.

Steuart, Sir Henry-James-Seton, of Allanton, Bart.

Stevenson, Alan, LL.B., author of the "Account of the Skerryvore Lighthouse, with Notes on the Illumination of Lighthouses."

Stuart, John, Q. C., M.P. for Newark.

Syme, James, M.D., Professor of Surgery in the University of Edinburgh.

Tait, Archibald-Campbell, D.D., Head Master of Rugby School.

Threipland, Sir Patrick-Murray-Budge, of Fingask, Bart.

Tweeddale, the Marquess of, late Governor of Madras.

Tweedie, Alexander, M.D., of the University of London.

Tytler, Patrick-Fraser, author of the "History of Scotland."

Watson, Charles, D.D., late of Burntisland, author of "Family Prayers."

Williamson, James, Professor of Mathematics, &c., Queen's College, Canada.

Wilson, Daniel, author of "Memorials of Edinburgh in the Olden Time," &c.

Wood, Alexander, Lord Wood, one of the Judges of the Court of Session.

Yule, Lieut.-Col. Patrick, Royal Engineers.

Note.—The above may be regarded as the first attempt to furnish the public with a General Catalogue of High School men. It is but a specimen, and we are fully aware that it is defective and incomplete;

arising partly from the unsatisfactory mode in which the Register was formerly kept, and partly, as we have stated, from want of space. In a future edition the list will be considerably enlarged; and authentic information on the subject, if forwarded to our publishers, will be peculiarly acceptable.

There are several clubs that hold annual meetings in honour of particular teachers: of some of these clubs there are interesting printed lists, of recent date, carefully prepared, in which the personal history of each member of the class is briefly traced.

Dr Schmitz, who, since his appointment to the Rectorship, has annually rendered a Report, which has been printed and circulated at the public examination, thus refers, in his Report for 1848, to the formation of a *High School Club* :—

“It will probably be gratifying to the friends and patrons of our venerated institution to learn, that a High School Club is in the progress of formation. It is to consist of gentlemen who have received their education at the High School, and who are anxious to cherish and cultivate a friendly feeling among themselves and towards the School in which they have spent the happy years of boyhood, and in which the foundations were laid for their subsequent success in life. It is contemplated by those gentlemen who have taken the lead in this matter, to found scholarships or bursaries at our national Colleges, for the purpose of rewarding and encouraging such pupils as may distinguish themselves at the High School by their talent and industry.

“This, and other signs of the favour which the public continue to bestow upon our Metropolitan High School, and the lively interest which many of the illustrious men nurtured within its walls still take in its prosperity, is the highest reward of those who are still labouring in it for the good of the rising generation.”

It affords us great pleasure to mention, that a preliminary meeting has been held with a view to the immediate formation of the High School Club. The association is to be composed of all those who remain warmly attached to the seminary in which they received their early training. As the learned Rector has indicated, the object of the proposed club is, by the united efforts of its members, to advance, in every legitimate way, the prosperity of the High School of Edinburgh. We are convinced that old pupils in Britain, as well as in distant lands, will feel honoured in patronising a cause so exceedingly praiseworthy.

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